DOCUMENT RESUME

ED 087 400 IR 000 140

AUTHOR	McMillan, Eunice
TITLE	A Demonstration of the Interrelating of Library and Basic Education Services for Disadvantaged Adults. Final Report, Richland County School District Number One.
INSTITUTION	Morehead State Univ., Ky. Appalachian Adult Education Center.
SPONS AGENCY	Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.
PUB DATE	Jun 73
GRANT	OEG-0-72-2523-4
NOTE	123p.; See also IR 000 137 through IR 000 141
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	Activities; *Adult Basic Education; Basic Skills; Case Studies; Demonstration Projects; *Disadvantaged Groups; Educational Coordination; Information Needs; Information Services; Library Circulation; Library Materials; *Library Services; Library Surveys; Objectives; Program Evaluation; Questionnaires; Staff Improvement
IDENTIFIERS	*Richland County School District No. 1

ABSTRACT

Two agencies of the Columbia, South Carolina community, the Richland County Public Library and the Adult Education office of Richland County School District One, merged their efforts to better serve clients and potential clients of the Adult Basic Education (ABE) program of District One in 1972-73 with the support of a grant channeled through Morehead State University, Morehead, Kentucky. The grant was made so that the project could show how undereducated adults could become greater users of library facilities. Specific objectives included the coordination of library services during ABE class time; needs assessment of ABE students; coordination of ongoing library and ABE services at the two state mental hospitals, recruitment of undereducated adults to ABE and to public library services and the establishment of the library habit in ABE students. Appended are case studies, circulation records, plans for library service, a list of books checked out, tabulation of student interest, and responses of ABE teachers to a questionnaire. (Author/CH)

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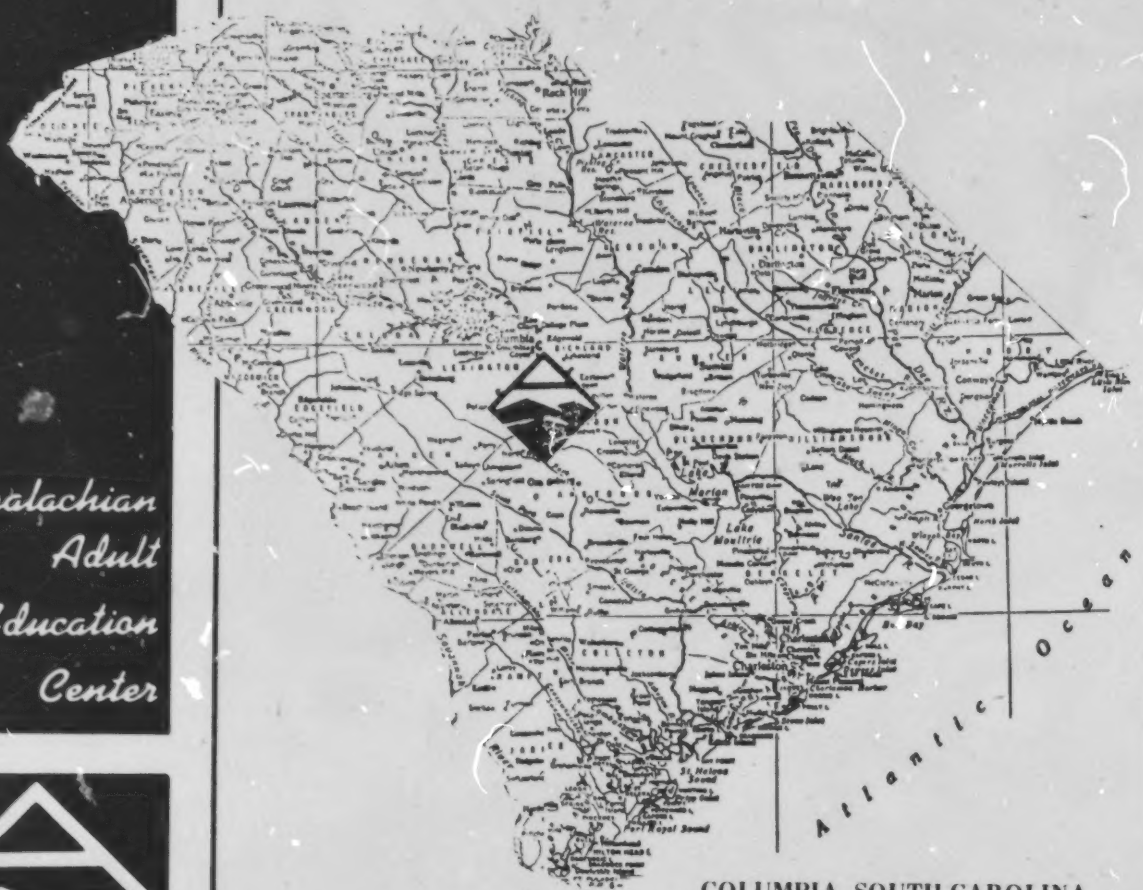
The Interrelating of Library and Basic Education Services for Disadvantaged Adults

ED 087400

ANNUAL REPORT



COLUMBIA, SOUTH CAROLINA

Appalachian Adult Education Center

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FINAL REPORT

ABE LIBRARY PROJECT

RICHLAND COUNTY SCHOOL DISTRICT NO. 1

A DEMONSTRATION OF THE INTERRELATING OF LIBRARY AND BASIC EDUCATION SERVICES FOR DISADVANTAGED ADULTS

GRANT NUMBER: OEG-0-72-2523-4
funded through USOE Bureau of Libraries and Learning Resources
HEA Title IIb

Submitted to

Appalachian Adult Education Center

Morehead State University

Morehead, Kentucky

Prepared by

ABE-Library Center Staff

Columbia, South Carolina

Eunice McMillian, Project Director

June, 1973

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INTRODUCTION

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The Library-Adult Basic Education Project, which operated as a Demonstration Project in adult education centers of Richland County School District One, with the cooperation of the Richland County Public Library, has concluded its designated tenure. In this final report of the project, an attempt will be made to evaluate the project in terms of its stated objectives, its ability to attain the objectives, the functioning of staff, the problems encountered, the alternative solutions applied to the problems, and the projection of lasting outcomes as a result of the project.

It is needless to say that the evaluation should be as objective as possible and should be conducted using instruments which tend to be objective. Some objectivity has been achieved through the use of raw circulation data of library materials, time spent in achieving various objectives, and costs of effort and materials. On the other hand, subjective evaluation seems to be a major contribution to the total evaluative process. From the latter standpoint, the opinions of many persons entered into the final report. The opinions of project staff, ABE teachers, Richland County Public Library personnel, State Department of Education, supervisors, state library liaison, administrative personnel of School District One, and last, but by no means least, the adult education clients have been considered and placed in this report. The opinions have been garnered by direct observation and conversation, questionnaires and

systematic interviews of these concerned above. Documentation has been supplied as much as possible and where applicable.

To imply that the project has been one of great success without problems would submerge one of the intents stated at the outset, "to determine those problems which tend to prevent undereducated adults becoming users of libraries, and to suggest and execute alternatives to overcome such problems." From this standpoint there were things which happened which might have made for a better project had they not arisen at a time when funding for a second year was eminent. The point of this discussion is not to place blame but simply to note the existence of said problems: (1) the failure of the project to have the continued support of the Richland County Public Library Board as a continuing partner for a proposed second year of operation; (2) the possible cut-back in funds from the State Department of Education Adult Education Office which supported in-school librarians at centers; (3) the cut-back in State Library funds which affected the continued employment of liaison staff in adult services; (4) the possibility that there was too little community participation in the advisory committee activities, which in itself (advisory committee) could have been more active.

The agencies charged with moving the project along with the project staff have functioned well within the guidelines set by and for them. For those in the community, outside the project, who came to know the project there was complete cooperation and support. Recruitment

to the library project meant recruitment to the Adult Basic Education program and to the public library. It is highly probable that the public library as an institution may not have been affected by the physical presence of clients as much as the ABE program, but it seems fitting that the adult clients did become greater users of library materials and that the movement of clients to library centers to secure services remains an outcome for the future.

The Adult Basic Education teachers overwhelmingly recommended the continuation of activities which were begun under this project as an important adjunct to, if not integrated part of, the Adult Education program.

SUMMARY

Two agencies of the Columbia, South Carolina, community, the Richland County Public Library (RCPL) and the Adult Education office of Richland County School District One, merged their efforts to better serve clients and potential clients of the Adult Basic Education program of District One in 1972-73 with the support of a grant channeled through Morehead State University, Morehead, Kentucky. The grant was made so that a demonstration project could be started in the Columbia area to show how undereducated adults could become greater users of library facilities. The project objectives were set considering the target population, location of ABE centers, location of the county library and branches, personnel from ABE and the library, and the services which each of the local cooperating agencies were performing at the outset.

The project staff was selected independently of existing staffs of the cooperating agencies but not necessarily excluding individual staff members who could serve in both places. The director was appointed after consultation by the Director of Library Services, RCPL, and the Director of Adult Education (District One) with the approval of the superintendent, Personnel Director and Director of Instruction for District One Schools. Three staff members were selected whose major preparatory orientation was in the area of library science, and three were selected from among persons who had prepared themselves to teach. The Assistant Director of Adult Education worked closely with the staff since the Adult

Basic Education component of the Richland Adult Education program was his primary responsibility.

The project staff began its work in an orientation meeting with Ann P. Hayes, Sr. Project Investigator for Morehead and members of the permanent Richland County Public Library staff, State Department of Education, Adult Education Office, and area directors of the District One School (Assistant Superintendent for Instruction, Personnel and Fiscal Affairs and Directors of Adult Education) and the South Carolina State Library.

Target centers were identified with respect to size of the target population using them, accessibility, and location with respect to the county library. The project activity was set up in phases with established centers being in Phase I. Phase II was projected to be the activity of the project moving into some institutional centers and some projected new ABE centers.

The Project Director made surveys in public housing projects and other neighborhoods based on a questionnaire and door-to-door interviews to determine the needs in target neighborhood of such services. The Richland County Library was operating a service in a low-income public housing authority project which mainly housed large families. Other services were being offered at this unit such as a tutorial program and a prospective employee upgrading program, both under the auspices of the Columbia Urban League. The survey revealed a widespread interest in the Adult Education program and the need for greater accessibility

for library services. The library had not set aside a particular collection for undereducated adults except for Latimer Manor but indicated that some clients who attended the Columbia High School were attending the central library. The degree of participation was not felt to be of the same degree as that of the more privileged clientele of the library.

It was agreed that a first step would be for the project to become acquainted with the library and its collections of materials. The teachers and the students in the ABE program were interviewed and a needs assessment was made both in terms of student and teacher needs. Those teachers in the Columbia High School were encouraged to take a walk with their classes next door to the central library.

Orientation meetings were held with the ABE teachers in each of the target centers by the project staff. Two or more staffers were appointed to serve each center. The larger centers received two or three days' service per week. The library staff working in the evening helped project staff to orient teachers and students to the central facilities.

Later developments in the program tended to alter some of the earlier activities. The State Department of Education made available to the ABE program the privilege of hiring school librarians in the larger centers to augment the service of staffers, mainly so that students who were farther removed from the locale of the central library could have access to some type of library.

The staffers, after becoming more involved and acquainted with the needs of their clients, purchased materials they discerned to be of value

in improving coping skills and, in general, those that enhanced the instructional program. The selection of materials was approved by the Director of Library Services, RCPL, and the Director of Library Services of the Richland County School District One who also served on this Advisory Board.

All purchases of materials were channeled through the Adult Education Office to the District One, Fiscal Affairs, as were requested for travel allotments and salary payrolls as per the contract between Morehead and the School District.

Space for the project office was furnished at the Waverly School Administrative Office Annex. Each staff was furnished a desk and chair in a large common space in which the director had immediate contact with the library service staff and the secretary. The secretary was supplied on a part-time salary basis to the project but she worked full time in the office. Even though work was completed for other departments there, the project had in essence a full-time secretary in the office at all times. The school district furnished a new electric typewriter, adding machine and files for the project.

Consultant service was provided by the RCPL Director to the library personnel on the project staff weekly and to the director weekly and more often as needed. The Library Director also served as an active member of the Advisory Committee. A report was rendered to the

Advisory Committee which indicated the service the Richland County Public Library was rendering which directly affected the project clientele.

The geographic scope of the project was both urban and suburban. The distance of travel from the center city to the center located farthest away was 15 miles. The age of clients ranged from teen-age to the senior citizen. (In fact one center was almost totally attended by senior citizens).

Other agencies participated on a large scale. Representatives of the Legal Aid Society, Columbia Police Department (Alcohol and Safety Project), Columbia Community Relation Council, Midlands Community Action Program, medical doctors, marriage counselors, and others participated as consultants to large and small groups on community services available to clients.

The Community Services Handbook was constructed according to the basic plan from the Appalachian Adult Education Center and distributed to teachers and clients. The project staff coordinated the activities of visiting consultants with the teachers for maximum visibility to clients.

Additional clients were recruited to the ABE program through efforts of the project staff which had undergone an orientation session with the members of the ABE administrative staff, Department of Adult Education. Community leaders in the local center areas were recruited and trained to aid in enlarging the client population in centers. Volunteers were available in some centers from the new School of Library Services of the University of South Carolina.

Staff training was constant with the staff participating in televised workshops with ABE teachers on materials available to ABE programs, field trips to libraries offering extension services, in-house orientation with Morehead staffers and consultants.

Project staff members conducted in-service training for the Opportunities Industrialization center staffers in the use of innovative Adult Education systems, and participated in an orientation for patients who will soon re-enter public life at the South Carolina State Hospital.

PART I. SUMMARY BY OBJECTIVES

OBJECTIVE I

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To offer school library services during ABE class time

The objective was planned by staff in consultation with the project investigator, the director and assistant director of adult education of Richland County District One, the Director of Richland County Public Library and the Director of State Library. It was felt that the target population may not be using the public library facilities to the same extent that persons of the more privileged class do.

Some direct services were being provided at one specific location, Latimer Manor, which is a two-hundred-unit large-family, low-income public housing project removed from the nearest regular library center. The facility is opened during day-time hours and also serves as a tutoring center for an Urban League project funded under ESEA appropriations. The stock of the library is mainly easy-reading, high-interest-level material available to adults and youth. The facility is manned by a trained librarian who also serves part-time with this project, and a young male resident of the apartment complex.

There is only one branch, the main branch, which is close to the largest concentration of underprivileged. Another concentration is at the fringe of a different neighborhood and in a neighborhood commercial zone (Devine Street).

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Columbia High School is located next door to the RCPL and has an evening adult education program which normally has a high school completion component of about one to six hundred students at a given time and about forty to fifty elementary level students. The total number of clients who actually take part in this center's activity in a year will number over eight hundred per year in the high school completion component and ninety to one hundred in the basic component. The library's proximity has been used by adult education clients in the past with some help on the part of individual teachers involved at Columbia High School.

The emphasis in the beginning at this center was to acquaint the teaching staff of the center with the services of the project staff. The staff members who were assigned to this center held meetings with teachers, visited classes to ascertain the needs of the students, interviewed teachers and students, consulted with the library staff as to the available materials which were consistent with the needs of the project. Visits to the library by teachers and students were arranged and made in order. The C. A. Johnson center, Oak-Mead center and the Lower Richland centers at Atlas Road and Hopkins underwent the same type of needs assessment with clients. It was determined that since these centers were remotely located from the public library that services of the public library should be carried to the clients. Because bookmobile stops in the area around the library are very limited, alternatives had to be found. Public transportation does not allow easy access to the central library from these areas.

Some field trips from these centers to the library were planned, the major problem being the availability of transportation for large groups. (Small groups had in the past taken these trips to the library). It was decided that in order to have regular service, books and other materials would be purchased and set up as kits of similar materials for each center and be rotated.

As an alternative to actual visits to the public library, it was felt that the reading habit might well be established at the center sites and then branch to the wider horizons of the county library. School principals at C. A. Johnson, Columbia, Booker T. Washington, Atlas Road,and Hopkins agreed to open their regular school libraries evenings to adults with their librarians serving as custodians of the library and adjunctive help to the project staff. Use of materials of the schools was unrestricted except that losses on the part of project clients would be replaced by the project. In the final analysis, use could be made of only two of the libraries, C. A. Johnson and Columbia High. Population size at Booker T. Washington (one basic class) was a factor in not setting up in the school library. Atlas Road and Hopkins are elementary and Junior High schools, respectively, and the physical factors of furniture and book selection were not deemed to be conducive to use by adults as well as population and use factors. Rooms were set aside in each of the three latter schools for the staff to bring adult level reading materials. A portion of the classroom at Oak-Read Apartments (for the elderly) was used in close cooperation with the teachers. This program was highly integrated in the teachers' working plans. As a consequence, art

instruction was also offered to this group of aging clients. The librarians at C. A. Johnson and Columbia High were hired from instructional funds provided to the Columbia Adult Education program. This is a first for funding by the S. C. State Department of Education, Office of Adult Education.

The main expenses of the project have been in the area of salary for the staff and for materials. To date, the project has operated within the guidelines. It is felt that due to the interest of the individuals who are working with the project that the project has reaped a bonus of uncompensated time and unusual community support. Due to the fact that certain audio-visual equipment was available from the school district's Instructional Resource Center, no significant expenditure was made for hardware. The district furnished full support including housing for the staff, desks, typewriter, adding machine, and the additional funds to fund the secretary full-time in the office.

The hoped-for outcome of the objective was to use school libraries during ABE class time. The results were positive. We are using school libraries in all centers where the usage of regular library is of positive benefit, i.e., library centrally located.

Library services are being provided in eight centers during ABE class time. Two centers are equipped with school libraries. Three centers have separate classrooms set up as libraries and the other three centers have space provided to set up libraries.

This objective was useful and most important as the main thrust of the project to offer library services to disadvantaged adults in coordination with Adult Education service. The objectives of providing school library services during classroom time was necessary because ABE staff participation and adult learner participation depended directly on convenient location and accessibility during class time and break time so that the services, which included printed materials and audio-visual aids as well as speakers, would be used.

Longevity

Coordination of the three staffs for library services offered during ABE class time will be for the duration of the project only, unless refunded; however, it is felt that the ABE staff and library staff will continue due to the fact that the Director of RCPL wants to serve all clients and project staff has done so well in introducing new resources through the project and the teachers will continue coordinating with the RCPL staff.

Communication. Channels have been opened between agencies: Richland County Public Library, Richland County School District No. 1, State Library, etc., as to the need for providing ABE students with library services during class time, and these channels of communication will remain open in the future and become stronger because of the rapport established by the Library project who have become aware of the needs from these services. The RCPL staff members have insight

into the working of Adult Education and are now much more cognizant of the specific needs of one particular segment of the population of Richland County. They are now anxious to know how they can better meet these needs; and they will be striving to serve ABE clients through services offered in the future.

Services offered and use of facilities end May 17 by the library project; however, it is felt that many clients will continue to use RCPL after this project ends. Project staff members had the opportunity to be at RCPL during the evenings on many occasions and each time they have seen clients, on their own, visiting and using that facility.

The changes in attitudes as to the need for, success of, and the feasibility of providing library services to ABE classes during class time will continue after the project ends.

OBJECTIVE II

To ascertain the reading interests and needs of ABE students

Through individual discussions with clients, through questionnaires, and readers' profiles, the staff was able to ascertain the reading interests and needs of ABE students. Staff members found that individual contact in small groups was the best way to get this information.

The on-going process of meeting the objective in terms of cost estimate to get readers' profiles was approximately fifty hours at $5.50 an hour or $275 for 27 students. The teacher and classroom time spent per student was approximately ten to fifteen minutes.

The hoped-for outcome of the objective was to determine what areas of reading interest and informational needs were most popular or desired by adult learners. Staff members used this information to plan programs and provide services which would serve the largest number of clients. We were highly successful in getting the needed information to supply the demands for our clients.

This objective was absolutely essential in coordinating libraries and ABE. Through knowing the personal interests and needs of individual clients, we could work with them more effectively.

Longevity

By knowing the interests of the clients, the ABE-library staff and RCPL staff worked together to meet the needs of the clients. The ABE

teachers made suggestions of materials and resources which they thought would be beneficial. The information which we gathered will be of value to the RCPL staff in the future as they work with these same clients again.

We have given the Director of Richland County Public Library verbal information about our clients and also have given her several bibliographies listing popular books from our collection. This will be beneficial to her as she considers future orders for RCPL. Also, the final analysis of this year's work will be of vital interest to ABE teachers and RCPL staff for their future reference. I feel strongly that this will continue indefinitely.

Because of the work that was done this year by the project staff, ABE teachers and RCPL staff realize the importance of ascertaining the reading interests and needs of clients and using this information as a basis for working with the clients both in the classroom and in a library situation.

Before clients were actually met, the staff members prepared themselves by reading materials about ABE programs and discussing the project with several teachers and staff members who had experience in the field. Also, we studied many bibliographies, catalogs and abstracts to learn what types of materials had been successful in other similar situations. The materials listed in these became the basis of what we offered the clients at the beginning. Much of this was highly successful and of course many of our ideas changed and some grew as we became acquainted with the clients. The results of this original survey have value for the

future, particularly when used in conjunction with another survey next year. By checking both, it could be determined if interests and needs tend to remain constant.

Many clients became very active patrons when they realized that project staff were sincerely interested in them as individuals and in their particular needs. One client had never read an entire book before. As a result of the project, she read one which interested her and came back for several more. She and others like her will continue their interest in obtaining information and in reading for pleasure through using the RCPL facility as evidenced in the results of a questionnaire.

OBJECTIVE III

To select materials to be circulated to ABE classes as part of the Richland County Public Library collection

The selection of materials was one of our most important tasks and was the vital basis upon which the project was built. By using bibliographies, catalogs, and personal viewing, the staff selected paperback books, pamphlets, brochures, magazines, etc., as the initial collection. Mrs. Barbara Ashley, Reading Specialist, State Department of Education, Adult Education Office, Mrs. Anna King, Director of RCPL, Miss Carol Cook, Adult Services Librarian at RCPL, Mrs. Gerda Belknap, Children's Services Librarian at RCPL, and Miss Norma Lightsey, S. C. State Library, Consultant on Services for the Disadvantaged, were most helpful in suggesting materials which they had found to be useful and also in lending bibliographies and other selection aids. Each of the persons was valuable to the staff and to the project not only through their lending of materials but also through their professional guidance throughout the year.

Materials were selected considering the client's interests and needs and requests by teachers as well as clients. At the beginning, the staff was met with a problem as to what to order which was solved by contacting and asking the above people for suggestions and bibliographies. An alternate answer would have been to wait and not buy any printed materials

until student surveys had been completed. Staff members felt that this would have delayed library servicing to clients unnecessarily; therefore, we chose the former approach.

The on-going process of meeting the objective in terms of materials: materials were ordered as described above. It became apparent that these orders would be from 6 to 8 weeks before being received. We therefore, looked into the possibility of buying materials locally from local book stores. This was found to be feasible. We therefore proceeded to buy our initial collection from local sources.

Our adults learned that our services would fill their special requests. We were determined to buy locally when these requests were made by students for specific items which we did not have in our collections or which were in short supply. This was our solution to the problem of getting materials to fulfill requests in the shortest possible time.

The project director attended Helen Lyman's Madison, Wisconsin, workshop on materials for adult new readers and was introduced there to the MAC (Materials Analysis Criteria) checklist, which proved to be very valuable to the project in selecting and evaluating appropriate materials for ABE clients.

We went to Conway, S. C., to visit the project being sponsored by Horry County Public Library to view their project and discuss selection of materials, materials which they found to be most helpful and useful to disadvantaged clients. We were also able to get techniques for

distributing materials and involving adult learners. This trip provided many new insights and also re-affirmed many of our findings as to the needs and interest of disadvantaged clients. The Director also went to Greenville, S. C., with Norma Lightsey to view their project "Right to Read." The project was fairly new. However, there was plenty to see and gain insight for our project.

Staff selected materials from different resource people and out of different catalogs. Staff bought much of the materials from local stores. The process we used took a great deal of time. Staff spent approximately 2,080 hours in selecting materials which cost $5.50 an hour. The actual cost of selection of original and special request materials was $11,440.

The hoped-for outcome of the objective was to have a collection of printed and non-printed materials which reflected the interest and needs of our cleints. It is felt that we have fulfilled this outcome as much as is possible during one year of operation.

The objective was useful in terms of coordinating the staffs because we received so much professional assistance from each agency as the key personnel related experiences, shared ideas and loaned us bibliographies, catalogs, etc. Selecting of materials was very important and necessary because if we were not able to have proper materials, our project would not have filled clients' needs and they in turn would not have used the services.

Longevity

Each staff related to this project has had an opportunity to see various materials work to enrich the lives of those who read or used them. Therefore, in the future each staff will be better equipped to select appropriate materials for these clients to use.

Communication channels were most definitely opened through this objective because our staff had to seek guidance from those more experienced as well as those clients who had particular needs and interests. Even if the project is not renewed, there will continue to be a rapport with and communication between ABE staff, Richland County Public Library Staff, and the State Library.

Because of the interesting and oftentimes unique selection of materials, the clients who actively participated in the project will most assuredly request a similar selection from their teachers and from RCPL in the future.

Since,at this time, we do not know of the possibility of the renewal of the project, the use of the existing school library facilities will terminate with the project; however, teachers and clients have enjoyed the project enough this year to continue to seek additional materials and resources in the future from RCPL and from the community at large.

The result of the materials selected for adults during this school year has been that these adults are now aware of many different types of materials available for them not only to give them pleasure, but also to supply needed information. Many of them now realize for the first

time that a library can direct them to the person, agency, or specific material which will satisfy their needs. Having been so oriented, many will continue to seek to increase their knowledge through the use of materials supplies by ABE staff and RCPL in the future.

Because of the appropriate selection of materials, clients and teachers changed from complacency to eagerness to use the selection which we offered. One white 21-year-old adult learner requested information on budgeting because she could not make ends meet with her household expenses. After receiving several pamphlets and an actual budget, Eloise came in to say that she had planned her family's income through what she had learned. Several weeks later she said her budget was working and she felt confident that it would continue.

OBJECTIVE IV

To make the materials available to the adult learners

In planning this objective, it was decided that the best way to get the materials to the adult learners was to go into the centers where classes are being held. In three centers where no library was available, staff members set up a collection in an unused part of the room or building.

We tried to display the materials attractively in the library. We arranged them by major category for ease in finding specific titles or subjects which we did not have; we purchased those materials and got them to the particular clients.

Through displays, book-talks, demonstrations, speakers and audio-visual materials, we were able to interest the adult learners in print and non-print materials which we offered.

From time to time we swapped materials from one center to another and rotated some of the materials from our office so that there would be new materials for the clients each time they came to the project library.

Clients were asked if they had RCPL cards and, if not, these cards were issued to them if they desired. Many Columbia High School clients already had cards since that facility is next door; however, many others were very pleased to get cards from us and to learn of the services offered by RCPL. On several occasions, staff members checked out

RCPL books for particular clients; however, clients were encouraged to use their own cards to check out the books and materials as they needed them.

In terms of cost, making materials available to adult learners demanded staff time at centers--1,272 hours at $5.50 an hour. Planning time was 1,573 hours at $5.50 an hour. The actual cost was $15,648.

The hoped-for outcome was that adult learners would receive benefits from the materials made available to them. This objective was highly successful in that we acquired a varied selection of materials which interested many clients. Because of the availability of the materials on each night that classes met, the clients were able to check out and return books at their own rates of reading ability.

Materials are available at eight centers on a weekly or bi-weekly basis. These materials consist of print and non-print. Speakers and films were presented on various coping skills when it was felt that this was a better way of reaching more clients with information of general interest. We also tried to have supplemental printed materials such as pamphlets, books and posters which related to the program. Many of our clients expressed their satisfaction and appreciation of these programs. One client stated that this particular program was the best program offered. Many teachers made very favorable comments on our drug films and programs presented by the police department, narcotics division, as part of our drug education program.

Many clients have expressed a great interest in whether library service and audio-visual aids will be available next year. Many have stated their interest in the project. After using the library, some of our basic clients who had never been to the public library expressed great interest in returning, particularly during the summer months, to keep up their reading skills.

This objective in making the materials available to the adult learners was very useful because in the past it was inconvenient for clients to get library service with the many problems they have, such as transportation. It was a useful method of coordinating the library and ABE services.

Longevity

Even though this project may not be renewed, the ABE, the RCPL, and State Library staffs will certainly work together more closely to make materials available to adult learners. Because of the close proximity to RCPL, the Columbia High clients will use that facility for their informational and recreational needs in reading materials and will rely on that staff for assistance. ABE teachers realize the benefit of a total library program and will seek assistance from these other sources also.

ABE teachers will now be interested in providing additional resources for their clients and in order to meet these needs the teachers and existing library staffs will work together. The ABE teachers now know whom to call for various services that resource people in the community can render.

The use of project and Columbia High facilities will end with this project; however, clients and teachers will continue to use RCPL, its branches, and the bookmobile for the materials which they need.

Materials selection ends with the project except in cases where the ABE teachers try to supply the needs of clients. RCPL staff members have stated that they will learn more about adult learners through data compiled during this project in order that they may more adequately supply the needs, interests, and reading levels of our clients. In the future, the director and staff of RCPL plan to work to add to their collection of materials for this particular segment of the population.

A married couple, both English teachers at Columbia High School, used the project relatively little the first semester; however, their classes participated in many of our activities during the second semester and the clients became very active library patrons who will want materials available to them again next year. The wife discussed this possibility with the project team and sincerely hopes that the project will continue.

Availability of materials to clients has definitely made a lasting contribution to their lives in that they now feel comfortable in library situations and will go to RCPL on their own.

All of these teachers and clients have used and will continue to have materials and resources available to them to enrich their classes and their lives.

OBJECTIVE V

To acquaint the ABE teachers in the target centers with the reasons for coordinating ABE with public library services.

In-service programs were held for ABE teachers at each target center with the staff team that was involved with that particular center. At these programs which began in September, teachers were introduced to the project and were told of the aims we had in providing library services to clients during this school year. We stressed that this project staff was to make library facilities available to clients so that they would establish a library habit for life and this would include the use of the Richland County Public Library, its branches, and/or the bookmobile.

After a meeting that was held for Columbia High School teachers, four teachers brought their classes that first night in the library. During the course of the next several weeks, almost every teacher on the ABE staff brought his class at least once and many clients began to come on their own.

We began to discuss with teachers our taking classes to RCPL. A few went during the first semester, but there were several other classes which took advantage the second semester. Also, many clients began to use that facility not only for assignments their teachers made, but also for pleasure as well.

We were constantly asking clients if they had RCPL cards and, if not, staff issued cards to them. On several occasions, we took individual clients to RCPL.

The on-going process of meeting the objective in terms of staff, time and cooperative efforts was the fact that each staff member met and talked with the individual teachers in the centers where they were assigned to work. Most teachers were receptive to the project and it took almost no persuasion to get this cooperation. Most of the teachers recognized the advantage of the project. It took approximately twenty hours which cost $5.50 an hour, or $110.

The hoped-for outcome was that teachers would be aware of the services available to them and to their clients not only through the facilities offered by the Richland County Public Library, but through other agencies. This important concept was successfully achieved at Columbia High because some teachers did take classes over or made assignments which required the clients to use that facility.

The project director contacted several teachers before classes started to acquaint them with the project. When classes began, orientation at each center was held. Staff members had orientation at each center involved. At Columbia High, twenty-three persons were involved in the first orientation session. At C. A. Johnson, clients and teachers were involved. At Atlas Road, five persons were involved. There were seven persons involved in the orientation held at Hopkins. At other centers we oriented clients and ABE teachers together.

This objective was vital to the success of the project both in terms of coordinating institutions and also of offering services. In order to receive full benefit from the project, the coordination of the two agencies was essential and ABE teachers needed to know of the rapport which we were trying to establish. The librarian and teacher coordinators acted as liaisons between the two agencies. In many respects our positions were ones of public relations in addition to the library tasks and responsibilities.

By having given the ABE teachers an insight into the reasons for the coordination, they now think more seriously and more positively about the usefulness of the project's objectives.

Longevity

The coordination of staffs, communication channels opened, and services offered will continue indefinitely because the Director of Richland County Public Library stated that contact will be made with School District One, School District Two central office staff, principals, librarians, and teachers concerned with Adult Education; the Greater Columbia Literacy Council; the Urban League; area vocational schools, Church Organizations and other groups working with adult new readers in order to explain materials and services available. Groups will be invited to tour the library. Given the fact that ABE teachers understand the project and are very interested in the services, the project staff feels strongly that it will be a continuous effort on all staffs involved.

Through their knowledge of this year's total library program, some teachers will continue with the coordination of use of facility at RCPL; however, unless continued, the Columbia High School library will not be opened as it has been this year.

Materials selection as a means of showing teachers what is available and what can be done is a useful way to orient staffs.

The attitudes of staffs and learners changed tremendously after the first orientation session because previously they were not familiar with the project and did not have confidence; however, as time went by, teachers and adult learners became very receptive and interested in the services. The project staff feels very strongly that this will continue to grow.

OBJECTIVE VI

To coordinate on-going library and ABE services at the two state mental hospitals, Crafts-Farrow and South Carolina State Hospital.

The Project Director and team staff met with the librarian and ABE teachers at Crafts-Farrow. Since the classroom was not near the library, we took a mobile type library into the classroom.

Most of the students could not read or were not interested in reading. We solved this problem by dividing the class into groups for discussions, games and regular lessons. Displaying reading and picture books was not enough to attract most of the students' attention. Book talks were needed in order that the books would be checked out. All of the students have lockers on their wards, in which they keep their personal belongings. Break-ins and theft are frequent; therefore, some students were afraid to take books out of the classroom. We were finally able to convince them of the importance of merely trying to read them and not worrying whether they were stolen or not.

The ABE personnel think that the visits the team staff make are are important if we only come in the classroom and talk to the students. The students need individual attention and affection. We do not "baby" the students; we show them we care.

Since Crafts-Farrow has a library, we get a lot of media through the librarian. She also shares her ideas and experiences, successes and failures.

The on-going process of meeting the objective in terms of cost estimate to coordinate on-going library and ABE services at the two state mental hospitals was approximately 152 hours at $5.50 an hour. Staff members spent at least seventy-two hours in making the materials available to the clients and about eignty hours in selecting and preparing programs for the adult learners. The cost estimate was $836.

We hoped our resources would become an integral part of the curriculum. Our resources are important as expressed by the ABE personnel. When we did not go to Crafts-Farrow the students would ask about us. We actually discussed coping skills that were relative to the students' needs. It is felt that we have coordinated library services as far as ABE personnel were concerned.

Most of the students were not aware of the link between classroom and library. However, we have created or strengthened some students' reading habits.

Since most of the students at Crafts-Farrow and the State Hospital are in the basic levels I and II, staff members supplemented classroom materials with materials ordered from New Readers Press Catalog and books ordered through abstracts in the National Multi-media Center for Adult Basic Education Cross Reference Index for Abstracts. Mrs. Barbara Ashley, of State Department of Adult Basic Education helped our staff recognize these materials. Many of our materials were bought locally. From these materials we did a creative type of service for the teachers such as making books from cut stencils which seemed to have been very helpful.

Games such as Bingo and Scrabble for Juniors were very popular. One ABE teacher said that they were popular because each student had played them before.

Our staff did not carry questionnaires to Crafts-Farrow and we did not initiate recruitment programs because the class naturally recruits by daily conversation.

This objective was not useful in coordinating Richland County Public Library and ABE; however, we did coordinate the Crafts-Farrow Library and ABE class. The Crafts-Farrow's librarian assisted us by providing equipment and media. She also shared ideas and experiences that were helpful in making plans for our ABE class visits. This objective was useful when offering services to the ABE class, since our project provided a collection of books, games, magazines and newspapers which remained in the ABE class. We also ordered films and records for class presentations.

Longevity

Coordination between Crafts-Farrow Library and ABE class will continue since ABE staff will need to supplement their class activities continuously..

Some of the services our project staff has offered will not continue; making booklets from stencils, project staff doing demonstrations, providing easy picture books which are not available in the Crafts-Farrow Library. Materials needed to make scrap books can be provided through the Rehabilitation Department at Crafts-Farrow.

We took a mobile type library into the ABE class at Crafts-Farrow, because the library was not located near the ABE class.

Our services offered in materials selection can be provided through the Crafts-Farrow Library.

The ABE staff welcomed our project staff into class activities. The learners soon recognized that we provided a special treat. They expected different activities when we visited the class. One of the major attitudes that had to be changed was the students' fear of losing books that were checked out. We continuously try to make the student feel that he was not responsible for materials if they were misplaced or stolen. The ABE staff helped the project staff in easing this fear.

The project director helped a young lady patient change her attitude about writing. She was a student for three years and had never attempted to write. After the project director talked to her she tried to write and was very successful. This student had a fear she could not write because she had injured her finger.

OBJECTIVE VII

To continuously recruit undereducated adults to ABE and to public library services

The director and some staff members worked at recruiting at intervals throughout the year.

In staff meetings, the Project Director discussed some of the community needs and some of the areas which needed particular concentration of efforts. She made community surveys and had personal contact with leaders in the greater Columbia community as well as with individuals in areas such as government housing projects, etc.

The project director pointed out those areas which should receive first priority which included Hopkins, Atlas Road, and Bluff Road areas.

At this time she gave each staff member names of several community leaders to contact.

Although some door-to-door recruiting was done, we decided that a more effective way was to sell the ministers and other community leaders on the idea of getting the undereducated adults whom they knew into the project. We met with good response from those.

There were plans to have Dr. Frank Commander of University of South Carolina to train the staff as well as the community leaders in the art and skill of recruiting; however, we were unable to find an agreeable time.

The main problems of this objective seemed to lie in the time needed to fulfill it. Also, even though recruitment is a continuous process, this is one area which would be more beneficial to concentrate on before or during the initial registration in September.

The project staff did door-to-door recruiting which took about twenty-five hours. Some staff members also sponsored parties for recruiting which took about twelve hours. It took nearly twenty hours to talk to community leaders. At $5.50 an hour, it cost $313.50.

The hoped-for outcome of the objective was to get undereducated adults into ABE classes and to have them use public library services. Several methods of recruiting other people to help recruit as well as recruiting clients themselves were implemented.

By going into communities we found the names of other community leaders and contacted them to seek their assistance in recruiting more clients into ABE centers.

Since the Extension Librarian at RCPL wanted to up-date his bookmobile schedule in the Atlas Road - Bluff Road areas, he went with a staff member to talk with several ministers and their wives on our first visit; on the second visit, we talked with a store owner, a former teacher, and the OEO Director for that area. We met with very positive and favorable reactions from these people who seemed vitally interested in getting the undereducated members of their communities into the ABE program and into some form of library usage.

Staff team had a highly successful Bring-A-Friend party for their clients and many prospective clients at Atlas Road School. This was perhaps the most outstanding recruitment project by this staff during the year.

A staff member made several telephone calls to Columbia High School clients who dropped out. She was successful with one particular client, getting her to return to school for the second semester.

Two staff members did a door-to-door recruiting and surveying project in the Hopkins area.

Not only did these efforts bring new clients into the ABE centers, but also the staff was able to establish a rapport with community leaders who certainly expressed interest in ABE and also in the library services which we have offered this year.

From the many ways of recruiting that this staff had done, we have come up with a list of fifty-three adult learners. We had thirteen persons to enroll from word-of-mouth, seventeen from community leaders and eight from door-to-door recruiting.

This objective was particularly valuable in coordinating libraries and ABE because not only did our staff work on this, but also we had the assistance of the director and the extension librarian from RCPL. The Director provided some assistance in the planning of the Atlas Road party and also provided the funds to finance the party. She was indeed pleased with the success of the party and was willing to do other similar projects.

The Extension Librarian was helpful in going out to recruit community leaders to help the project staff. In addition, he was able to obtain information for his scheduling of bookmobile services in the area. Our working together was extremely beneficial to both agencies.

The Director had attractive and informative fliers printed for the clients in the centers as well as interested individuals in the communities. These were meant to recruit ABE clients into the public library phase of the project. RCPL library cards were given to clients. It was observed that many of them actually used their cards.

Longevity

The RCPL staff recognizes the potential source of patrons in ABE classes and will continue to attempt to recruit ABE clients to use the facilities and services offered by RCPL. (See RCPL proposed library plans for 1973-74, page 96, Appendix C.)

As stated so often, the services offered will terminate with this project except in those areas where staff members have made enough impact and impression upon other agencies so that they will do some of the operations. Recruiting will most definitely continue to be one of the main thrusts of the ABE staff and also an important concept followed by RCPL.

Use of materials will extend even more into RCPL if project materials are no longer available. Through the types of materials which RCPL plans to make available and through their recruiting patrons

from among ABE clients, the materials and the various facilities offered by RCPL hopefully will be used.

OBJECTIVE VIII

To establish the library habit in ABE students

This important objective has been the basis of all ideas, projects, programs, and points of emphasis during the entire year.

After getting ABE clients into the library once through field trips in a staff station wagon, they had to be assured that we truly had something to offer them so that they would return. We not only had to convince the clients of how important and how useful a library habit can be, but also we had to show the ABE teachers how helpful we could be to them as well as to the clients.

Through constant planning and preparation, through getting to know individual clients and teachers, through classroom visitations, we presented our materialsand showed the type of services which we offered. By reaching our clients with these materials, many became regular participants in the total library program. We were able to introduce them to RCPL both through what we actually had as well as what we lacked, because clients could see our samples and find a larger variety of similar materials at RCPL. Also, at Columbia High School when we did not have something specific which a client asked for, we could refer him to RCPL or take him over there.

Staff members spent 1,728 hours at centers trying to establish the library habit in ABE students by introducing print and non-print materials

to adult learners. Staff members feel that it was highly accomplished because of the fact that students requested to go to RCPL and many went on their own.

Coordinating libraries and ABE were essential in getting adult learners to establish the library habit. Both agencies were very interested in serving the clients and came up with many ways in orienting them to the library. Many of our adult learners had never been exposed to the public library, but by gradually taking them on field trips to the library, we gained their interest in services offered at the library. Services offered were most important for our adult learners.

Longevity

Coordination of staffs will continue if ABE staff and RCPL staff continue to make adult learners aware of what the library has to offer them. The clients can use the library indefinitely.

Changes of attitude of staffs and learners can continue indefinitely. It is essential in establishing the library habit.

The use of facilities, i.e., school libraries, is important in establishing the library habit. It can continue indefinitely.

OBJECTIVE IX

To develop an ABE instructional materials display at the central library for Richland County ABE staff

This particular objective was planned because it was felt that the public library should be aware of the materials that were recommended for adult learners and have them on display in the library for clients to use while at the library. However the objective has not been accomplished. The Director could find no space to have materials on display. The materials were selected to put in the library but were not put there.

Two staff members were assigned to this particular objective. It took them about six hours to get the materials and talk with the Director about putting them on display. It cost $33.

The hoped-for outcome of the objective was to increase the variety of instructional materials selected and used by ABE teachers to make ABE more appealing to the adult learners.

Project staff went to the State office of Adult Education and met with Miss Barbara Ashley, Reading Consultant for ABE, to select instructional material to put on display at RCPL. Approximately 115 different types of materials were collected.

Staff members feel strongly that this particular objective could have been very useful in coordinating libraries and ABE. However, it has not been fulfilled.

OBJECTIVE X

To acquaint clients with book talks or book discussions

After team members discussed the book talk ideas with two ABE teachers, plans were made in reference to types of books and when the discussions would be held. The ABE teachers agreed that the book talks could be held at least once a month. About two weeks before the first book talk, team members told the students we would be having the talks. This objective was designed to interest the students because new books could not be purchased every week.

The cost of meeting the objective to acquaint clients with book talks or book discussions was approximately twenty-eight hours at $5.50 an hour. A book talk would usually last about thirty minutes which did not seem long enough; however, considering the fact that it was during class time, things worked out very effectively. It cost approximately $154 for preparation and presentation.

The hoped-for outcome of the objective was to acquaint students with the discussion technique. The actual outcome of the objective was greater enthusiasm in discussing materials, and better circulation. Students became interested in books their classmates read.

When talking about popular books that were read, team members held the book up so the class could see the cover. The students were eager

to talk about the book but were a little reluctant to express themselves fully because two little guests were present (two boys, aged 11 and 10). Seven books were talked about; all of these and eleven more were checked out.

During the recent Indian problems at Wounded Knee, we planned a book talk centered around a film about Indians and also books about Indians. Thirty-four books were checked out: twelve Richland County Public Library books, and twenty-four ABE books.

The book talks at C. A. Johnson High School were mainly planned to encourage circulation of newly purchased materials.

This objective could be useful in coordinating public library and ABE if books could be gotten from the public library. The objective is definitely useful in coordinating school libraries and ABE.

Longevity

Coordination of staff will continue if ABE staff or school librarians continue to have talks or discussions.

Communication channels between students, ABE staff, and future ABE librarians could (and should) continue indefinitely.

The material selection could continue with use of public library materials.

Changes of attitudes of staffs and learners will continue as long as discussions are held in an open atmosphere.

PART II. CHANGES AND RECOMMENDATIONS

Selection of Staff

From the ABE point of view, the selection of staff presented a problem at first because of the way they were selected. The three librarians were selected by the Director of the public library and the ABE teachers were selected by the project director. The staff picked by the library did not know to whom they were responsible. However, after getting organized and knowing more about what directions the project would take, both staffs worked together very well.

Training

Staff training was constant with the staff participating in televised workshops with ABE teachers on materials available to ABE programs, field trips to libraries offering extension services, and in-house orientation with Morehead staff and consultants. Consultant service was provided by the RCPL Director to the library personnel on the project staff and to the director of the project weekly and more often as needed. Consultant service was provided by Norma Lightsey, Coordinator of Services for the Disadvantaged, South Carolina State Library, and other advisory members.

Staff Responsibilities

The project director is responsible for the coordination of all services, and coordinator between the library staff, the ABE staff, and other agencies. The secretary is responsible for all necessary clerical

work and the keeping of monies spent. All staff members are responsible for introducing books to clients, helping to collect needed data, helping to initiate special programs, interviewing clients, and taking adult learners on field trips to the library.

Staff Utilization of Time and Resources

The time needed to do specific tasks has been discussed in many staff meetings. The result of this discussion according to staff members is: we could have accomplished the same results using less work hours in the day, but perhaps more hours at night.

Relationship to Local Library Personnel

The director of the public library said, "As Director, knowing the numerical limitation of my staff and the weakness of the collection, I come to feel I must keep before me constantly the knowledge that the library with its services and materials were for all the people of Richland County."

Staff members feel that after one school year of operation, the relationship to local library personnel has developed into a meaningful exchange of ideas pertinent to this project. Our staff is now aware of the services and resources that can be available for future projects. Even though our staff has not met with the entire library staff, each library staff member is aware of our needs.

Relationship to Local ABE Personnel

The local ABE personnel are aware of the objectives of the project. It is felt that each teacher in the centers that the staff has worked with has tried to find definite links between the school library, classroom, and public library. Many of these ABE teachers and coordinators have expressed the desire to have the project services and resources available for next school term.

Even though the night classes no longer have a definite break period, the teachers are working even harder to coordinate their activities so that the ABE students will have an opportunity to take advantage of the project resources.

Geographic Scope

The geographic scope of the project was both urban and suburban. There has been no change in the geographic scope of our project. Some of our clients have moved during the school term; however, we are still able to meet their needs as long as they are able to commute to other ABE centers. All of the ABE students in the school district were served by the project except for one program that started late in the year.

Introducing Materials to Learners

The Director of the Richland County Public Library has assisted the staff with advice and ideas. One main idea was the book talk. The Director stated that adults like to discuss books because they can relate

their personal experiences to the particular subject. She also insisted that we introduce materials that are meaningful to the adult student.

While talking to school librarians at our centers, numerous ideas were exposed. We have found that placing books in attractive places with covers very obvious is important. Another method--reading what is written on the covers of these books--was also useful.

Many books are placed on tables so that colorful pictures and diagrams are easily shown-- also a good sales tactic.

Locating Sources of Materials

The library director and staff members have discussed the traditional method of introducing students to the resources of the library. We have both found that students appreciate where and how to find information about a particular subject. The reference tools of the library are definitely more interesting if a student can locate information about a particular subject. The reference tools of the library are definitely more interesting if a student can locate information in them that relates to his needs.

Richland County Public Library published some colorful fliers which indicated interesting subjects that were available. Many students said they did not know the public library had information about jobs. One young lady did not believe the public library had information about sex until we looked in the card catalog.

Several teachers thought the traditional method of showing a film or giving a talk on how to use the library should be coordinated with the subject being taught in the particular class.

Materials Selection Process: Coping Skills, Supplemental, and Instructional

During the first weeks of the project in August, the staff used selection tools from several coordinating agencies. Two ABE teachers shared their experiences and gave reliable sources. We have found that reading a paragraph or two about a particular book, film, or record was not dependable. We had a better outcome when we would handle the book and read part of it. Experiences with audio-visual media were the same.

The staff agreed that we would exchange catalogs and other ordering materials hoping that the other person would judge any material that would be beneficial to the clients.

After one of our staff members distributed a coping skill sheet on which the clients could select the areas that were relevant to their personal needs, our staff was better able to select materials. A staff member gave us this bright idea, and later compiled the statistics which showed where our weak and strong points were. (See Appendix .)

At the beginning of the project the coordinators that were responsible for a particular center carried the coping skill sheets to each class and the teacher selected areas that were pertinent to the students and curriculum. The staff members then tried to obtain the materials.

Other staff members took the coping skill sheets to classes and discussed them. Some classes and teachers liked this tactic better.

During the selection of materials the staff members tried to obtain supplemental materials that could relate to class needs. We did not try to order or buy instructional materials.

After the students and teachers were aware of our objectives, they used the supplemental materials in class, in the library, and at home.

Ordering Process for Materials

After selecting the media, our supervisor gave the approved selections to the secretary to type. The project director elicited the approval of the director of adult education for Richland County One and finally the selection was approved at the central office by the purchasing agent.

Our staff has been inconvenienced by the delay, because the purchase order must be approved by so many different people. We thought buying materials locally would alleviate the delay. When buying locally, we actually received the material a week later. We can make plans when we buy locally. We have found that it makes our clients impatient when we have to continue telling them the materials have not been received.

Delivery System

The use of the term "delivery systems" for different kinds of library services to different patrons was unclear in the project. This was chiefly a matter of semantics. For example, the director of the public library said, "The idea that a bookmobile, costing more than $20,000 unstocked, should be considered a delivery vehicle, is hard for me to understand. A bookmobile can go to an area to serve patrons with its collection but not as a delivery truck."

Advisory Board Function and Membership

The Advisory Board is composed of eleven people and their function is to advise on the kind and design of needed library and ABE coordinated services for the life of the project. The public library director feels that the advisory board is made up of too many school-connected people, not including enough individuals interested in the whole community. It was unfortunate that one of Richland County Public Library's board members was on the board while no one from the school board was included. There were too few meetings. However, the project director tried on many occasions to have meetings. The board is made up of working people with many other responsibilities. It was impossible to have a meeting except with the few that the staff were in contact with weekly. The staff feel that the future advisory board should be attended by an executive group who will work hard with the staff and be very interested in the needs of the project.

Recruitment

After using several methods of recruiting clients such as door-to-door, word-of-mouth, radio announcements, telecasts, bring-a-friend parties, contacting influential community leaders, and sending brochures, the staff members found that word-of-mouth was the most effective method of recruitment. Since it was effective, we hope to include regular radio and television spots with current students describing their experiences in adult classes. Recruiting is definitely necessary since enrollment dropped after the first semester.

Relationship with Students

The project staff's relationship with students is a main reason why the services were easily made available. Our staff members have warm personalities which naturally yield good results. Each member seems to care about the students they are involved with in the centers. Our experiences this year have taught invaluable lessons which will pay high premiums next school term.

Public Relations and/or Dissemination Activities

Our staff members and director have talked with many influential people in the Columbia area. These people were not previously aware of the adult student's needs. From these conversations many have volunteered to speak and/or give demonstrations. The project director has appeared on two television shows, describing present adult education trends and adult student needs such as library services. Additional announcements have been made encouraging interested people to get more information about adult education. Announcements have been made in churches and other group meetings about adult education.

Regardless of his agency affiliation, a staff member working with ABE students should have the duty of disseminating news about ABE affairs and encouraging good public relations.

The Assistant Superintendent for Instruction said, "Richland District One has used several strategies to disseminate information relative to ABE. To create favorable attitudes and support for the many new

innovative projects in the District, information about each was shared with the news media, the School Board, Advisory Committee to the School Board and each school of the District. The Advisory Committee to the School Board includes two parents from each school."

Travel

The staff members feel that the time allowed for travel was well worth the effort. We have traveled locally and once out of town. Our director's local and out-of-town travel along with the staff travel experience has been important. We have met people and shared ideas that were beneficial to all concerned.

Perhaps, in the future, our experience could include visitors from other adult education projects.

Orientation of Library and ABE Personnel

The public library director oriented her staff at Richland County Public Library. She even oriented the three librarian coordinators before and after the project started. The project director and the assistant director of adult education oriented the project staff about expectations, needs, and services to be provided.

The staff believe the orientation would have been more effective if both staffs were oriented together, if in part only. This perhaps would have created a closer tie between both agencies.

Coordination of Services

Since coordination of services between ABE and library is so important, this step seemed at first to be the most difficult. Time has proven that coordination can result. Coordination definitely has been obtained. Some staff members had the opportunity to talk to the head of our coordinating agency on many occasions. Steps have been taken to render many valuable inkind services. Our staff and ABE students are now aware of the tie between adult education and the public library.

As a result of the ABE project, the school libraries remained open for the participants. Many agencies in the community cooperated with the ABE project and supplied resource people to work with the adult classes, as was pointed out by the Assistant Superintendent of Instruction.

The public library director said, "the bookmobiles do go into areas where people live who attend ABE classes. Flyers indicating the location of branches, services, and materials of the library were given to the personnel to be distributed at all ABE centers. Blank library cards were given to ABE personnel to be issued to their clients. I do feel the accomplishments and knowledge gained have been worth the cost, time, and effort. I have learned a great deal about the role of a cooperating agency. I have discovered, I think, a better avenue through which the library can reach disadvantaged adults. The library has learned that to some extent it has already been serving the culturally deprived."

Relationships of Project Staff

The project staff is aware of the needs of the project and worked very diligently towards fulfilling these needs. At the beginning of the project there were a few problems, mainly because we were all new and did not know one another, nor did we know much about what we were doing. As time passed we have become a very devoted group and very interested in serving adult learners.

From a staff member's point of view, "Objectively, we have one of the best administrators in this world. Our staff is also influenced by an understanding secretary. The atmosphere created by these two important people has encouraged staff members to air feelings and opinions. Our project staff has grown closer. We are aware of our strengths and weaknesses. I believe we are a family."

A. Service

1. Do you and your staff have examples of ABE curriculum changes brought about by your project?

   Yes, for the following reasons:

   a. Project staff have added new skills to the curriculum which are coping skills with needed information pertaining to them.

   b. Project staff have introduced clients to the many helpful resources available in the community.

   c. Project staff have introduced print and non-print materials relating to coping skills.

   d. Project staff have added field trips to the public library to the ABE curriculum.

   e. Project staff issued borrower cards to ABE students during ABE class time.

   f. Project staff gave book talks for clients as a way of introducing books.

   g. Project staff also gave story hours for the very basic learners and for adult learners mental institutions.

2. Can you document a significant increase in library usage by ABE students?

   Yes, definitely

   a. Number of learners served:

      During the first semester, there was an enrollment of 900 students with an actual attendance of 626 students. Project staff issued over 200 new borrower cards to ABE students. Other ABE students already had cards and were using the library frequently. Project staff feel strongly that there was an increase in library usage.

During the second semester, there was an enrollment of 723 students; however, the actual attendance was 468 students. Project staff issued 127 new borrower cards; however, most of the students that were enrolled the first semester were back the second semester and others already had cards.

Project staff has also taken 209 ABE students on field trips to RCPL with an average of 13 per night.

b. Materials circulation figures:

During the first semester 626 students were served. Circulation figures indicate 1,239 books were checked out for 8 centers and 1,285 for the second semester.

3. Do you feel the accomplishments of this project have been worth the cost, time, and effort? Explain.

Yes, for the following reasons: From the Richland County Superintendent's point of view:

a. Many benefits have been derived from the ABE project.

b. The project participants have made progress toward being literate individuals in a literate community.

c. Interest on the part of the clients in day-to-day coping skills has been created.

d. Clients are aware of the many helpful resources available in the community.

e. The educational role of the library has been emphasized.

From the point of view of the State Library Coordinator of Services to the disadvantaged:

a. The public library is now aware of the importance of cooperation and the ways in which ABE and public libraries can cooperate. The local library, which has always cooperated to some degree with ABE, plans in the future to develop a special collection of ABE materials in the library.

b. The State Library is more aware of the objectives of ABE and will continue to cooperate with ABE throughout the state by encouraging local libraries to have ABE learning labs and to develop collections of material in cooperation with local ABE staff.

c. The project proved that school libraries can cooperate with ABE by being open during evenings when ABE classes are held and that ABE clients will use the school library when it is opened at night.

d. ABE teachers are more aware of the value of public libraries and what they have to offer to clients.

From an ABE area supervisor's point of view:

> "I feel the greatest accomplishments were, namely, two: one, the exposure of the many services that could be made available to the disadvantaged adult; and, secondly, the public acknowledgment by the County Library of the many services that have been and are now available to everyone. (I feel a little soul searching came to the front on the part of all of us.)"

From the project staff point of view:

> Yes, this project has been worth the cost, time and effort. Many teachers and students have expressed a future need for project services provided. The teachers have used our services to supplement the curriculum. They have expressed the need for adult students to have a variety of meaningful information available. Our project has related to the students. Questionnaire results indicate that the project is necessary because many of the services cannot be continued if staffs do not coordinate services.

B. Continual Counseling

1. How useful do you and your staff judge the Community Referral Handbook to be? Why? Document your evaluation with the number of referrals made.

   The Community Referral Handbook was very useful because so many of the adult learners were not aware of the many community resources available to them. Students were not aware of where to go for certain information they needed. We had seven students requesting information they needed concerning the Children's Bureau. Three senior citizens wanted information on eye doctors; nine were interested in where to apply for a job.

2. What other kinds of counseling problems came up and how did your staff handle them?

We had an elderly lady from our Senior Citizen class who was interested in going to a doctor; however, we realized it was not our job to take her to a doctor. Two staff members went over and talked with her and later referred her to a social worker who was assigned to the building where she lives. The project staff had several requests relating to social work and recreation; however, staff members would try to contact the right person and would do a follow-up. Staff members would also notify the ABE teachers.

There was another ABE student who graduated this year and went to several agencies to get a job. She went to one office and took a test, left there to go to another agency which was eight blocks away. She failed the test and became very discouraged. The staff member who had referred her to the agency contacted her when she heard the student failed the agency test. The staff member persuaded her to try again but to be sure she is relaxed when she takes it again. The staff member told her that she had confidence in her and felt positive that she would pass on the second time. The ABE student promised her that she would go back and try again.

C. Manpower Development

If you had a second orientation session, please indicate:

1. Who was involved
2. Activities
3. Reactions

We did not have a second orientation as a group because we did not think it was necessary, because the teachers who were there the first session would be the same for the second session with an exception of three. However, we talked to them individually and they were very enthusiastic about the services.

D. Materials

1. Please complete the following table:

Sources of Information Used for Selection and Acquisition of Materials	Not Useful	Useful	Valuable
Baker & Taylor Company		X	
Continental Press, Inc.		X	
Ed-U Press			X
Farrar, Strauss & Giroux, Inc.	X		
Frank E. Richards Pub. Co., Inc.		X	
New Dimensions Publishing Co.		X	
Noble & Noble		X	
Northside Unit of Family Education Association		X	
News for You			X
Garrard Publishing Co.		X	
Free Library of Phila.			X
Harper & Row		X	
Fawcett		X	
Channing L. Bete Co.			X
E. M. Hale & Company		X	
National Consumer Finance Assn.		X	

2. Indicate what traditional and non-traditional methods and techniques of introducing materials to learners were effective and not effective. Why?

Project staff found that non-print materials and book talks were most effective methods. When the team would go in and show a film such as the one on Indians during the time of the Wounded Knee episode, adult learners were very interested and checked out a great number of books. Speakers also came in and talked about coping skills areas such as Legal Aid. There were several requests for books and pamphlets relating to the information that was given during these programs. When the project staff talked to ABE students about the books, they became even more interested. Many students became interested for different reasons; for example, some wanted attention so they would read books the staff had talked about. However, after awhile they really started reading on their own and were able to start a conversation on their own about a particular book they read.

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3. Please list by Coping Skills and/or specific subjects or titles the materials requested by ABE learners.

a. ABE Learners

(1) Coping Skill - Leisure	Frequency of Materials
Coloring Books	5
Knitting	3
Sewing	2
Black Poetry	9
Racing Cars	1
Auto Mechanics	8
Abstract Painting	2
Gardening Painting	7
Romance Books	17
Crafts Books	5
Hobby Materials	7
Books on Motorcycles	4
Books About Guns	1
Reader's Digest	2
Astrology	9
Witchcraft	3
Mystery Books	11
Comic Books	3
Cook Books	5

(2) Coping Skills - Education	
Shop Math	4
Mechanical Drawing	2
World History	3
U. S. History	7
G.E.D. Books	4
Follow the Dot Bible Helpers	8

(3) Coping Skills - Jobs	
Occupational Information	4
Nursing	3
Job Interview	5
Job Information	4
Applying for a Job	6

(4) Coping Skill - Relating to Others - Religion	
Large Print Bibles	7
"Safe in His Arms"	1

Film on Easter	2
Bible Film	2
Bible Stories	5

(5) Coping Skill - Family

Film on Spring Flowers	4
Romance Books	14
Sex Books	16
Budgeting	4

(6) Coping Skill - Health

Drug Abuse	10
Narcotics	3
Preserving Your Health	4
Good Manners	3
How to Find a Doctor	7
Medical Dictionaries	2
Weight Problems, Diets	13

(7) Coping Skill - Community

Dealing with Police	8
Government	1
Voting Materials	5
Military Service	1
Legal Aid	8
Citizen's Responsibilities	2

(8) Coping Skill - Children

Child Care	2
Sex Education	3
Baby-sitting	9

(9) Coping Skill - Consumer Economics

Business Management	4
Money Banking	5
Credit Cards	5
Checking and Saving Accounts	4
Food Stamps	9
Charge Accounts	6

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b. ABE Staff

(1) Coping Skill - Insurance

Mortgage	3
Burial	1
Car	4
Fire	7
Retirement	7

(2) Coping Skill - Health

Venereal Disease	6
Drugs & Drug Abuse	9
Hypnosis	3

(3) Coping Skill - Jobs and Income

Applying for a Job	11
Application Forms	9
Career Planning & Occupational Information	3
How to do a Better Job	5

(4) Coping Skill - Education

How to Take a Test	2
Easy History Books	1
A to Z Books	4
Talking Books	7

(5) Coping Skill - Community

The Police and Us	3
Referral Services	5
Employment Services	2
Voting	1
Naturalization	1
Immigration	1
Community Relation Information	3

(6) Coping Skill - Advocacy

Civil Rights	5
Legal Aid	12
Consumer Rights	2

(7) Coping Skill - Consumer Economics

Charge Accounts	1
Budgeting	2
Loans	2
Credit Cards	1
Banks, Savings, Checking	2
Installment Buying	3
Car Buying, New and Used	1
Clothing Purchases	1
Money Management	3

(8) Coping Skills - Taxes

Social Security	1
Unemployment	5
Income-Withholding	2

4. Please fill in the following table:

Type of Material	Number of Pieces	
	Print	Non-Print
Coping Skills	347*	9
Basic Skills	212	5

Evaluate the services of the AAEC to your project in terms of:

1. Relevance to coordination efforts of guidelines, objectives, planning sessions, activities, and documentation.

   From the library point of view: Efforts to initiate activities were excellent; however, RCPL could not participate except for the one time that a RCPL librarian went to Madison, Wisconsin, for the Lyman Workshop. The one planning session was too long and not enough preparatory work done. Time will tell whether objectives worked and are continued.

*According to major and sub-category list of coping skills. Approximately twenty copies for each title.

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2. Training and monitoring activities. From the library point of view:

   It would perhaps have been helpful to have AAEC staff and specialists offer more direct training to the project personnel, and also to have met at least once for an orientation session with ABE personnel, public library staff, and State Adult Education and library personnel. Had there been more "on the scene" monitoring, problems could possibly have been spotted and solved before they grew into major problems. Telephone contact was made, but AAEC staff visiting the project in person would have been of value.

3. Monitoring. (Same as above.)

4. The AAEC was very helpful in terms of materials. They supplied us with the kind of material they felt was useful.

5. It was felt that the AAEC should have done a survey for the county in terms of doing a budget for the project. It was felt also that there was not enough money allotted for materials for the many clients we were trying to serve. The public library did not have the kind of materials for most of our adult learners. It was felt that even though time was not allowed for this survey, the project was most successful.

6. Relationships with other model centers:

   It was felt that the AAEC brought about a great relationship between this project and other model centers. On several occasions they brought the project directors together to establish a relationship and an understanding of one another which was very important in getting our project off to a good start.

CASE STUDY - CHITA

A Spanish-speaking girl from Mexico City - Chita came to the United States as a tourist and met and married her husband who is a U. S. native. She is here on visa but eventually wants to obtain her citizenship. Chita is twenty-eight years old and has one child who she hopes will be bi-lingual.

Chita is taking courses to learn how to speak and read English better. Having been in this country one year, Chita did not know English at all before coming. However, she is speaking better each week because she is very determined to master the language.

Because she was afraid that she would be unable to communicate her needs to others, Chita became very dependent on the ABE-Library staff for consultation and information of various kinds. One of her problems which she came to me about was how and when to pre-register her child for first grade for next year. I called the Central Office and obtained all the information for her and she appreciated it very much.

At first she would not go to Richland County Public Library by herself; therefore, I went with her several times, did all the talking for her, and found all the books which she needed. Now, she goes by herself. After her first trip alone, she came by to tell me and to show me the book she had renewed.

As a result of the friendship shown her, Chita has gained confidence in herself as a person and as a member of the new community in which she lives.

On the last night of classes, Chita came into the library to thank me for being there this year and to say that she appreciated the confidence that I had had in her. She said that if she ever really learned English, she would have me to thank.

The cost of materials for Chita was approximately $30, and the cost in terms of human resources was $300.

BERTHA

Bertha is a twenty-two-year-old only child whose parents are both alcoholics. Her father has always been very mean after drinking. He is now ill with many medical problems and should not drink at all.

After a young, unsuccessful marriage, Bertha is trying to make a new life for herself and Homer, her 18-month-old child. Her mother keeps Homer for her to work as a waitress and to attend the adult education program.

Bertha feels intense loyalty to her family and has virtually supported them for the last several years. All the responsibility thrust upon her at an early age plus her difficult environment have contributed to making her an extremely nervous and frustrated individual.

Having listened to Bertha, talked with her, and perhaps even having counseled her somewhat during this year seemed to have helped her. She is more settled and calmer and she is trying very diligently to work out a way to be happy.

Bertha said that she enjoyed the needlecraft books particularly because she likes to crochet and knit for relaxation when she has free time. She was pleased with the patterns in one of the GOOD HOUSEKEEPING NEEDLECRAFT books which we obtained especially for her. Her other reading interests included mysteries and light romances.

Because of the extra reports and study which she was able to do in the project library, Bertha made an "A" in one of her courses during the first semester.

The cost of materials for Bertha's use was approximately $25, and the cost in terms of human resources was approximately $300.

CAROLE

Carole is a seventeen-year-old girl who seems to crave love and attention but just does not know exactly how to get it; and she seems to lack friends in her peer group. She often talked of instances in not getting along with someone.

Although she checked out many books from our library project on many and varied subjects, mysteries, sewing, homemaking, crafts, arts, drugs, etc., she usually told me a lot about each subject before taking the books. Only recently did she begin to ask for information which she needed for more knowledge about herself, i.e., family life, sex, health, drugs.

Having attended all of the programs in the project library series this year, Carole's favorites were Mr. Norman Hendrickson from the

Legal Aid Society, Dr. Billy Bryan, gynecologist, who spoke on "Healthy Attitudes About Sex," and Officer Kenneth Sweat from the Columbia Police Department who spoke on drugs. Carole said that from the information which she received from Mr. Hendrickson, she had called the Legal Aid Society and a lawyer there had answered several important questions for her.

Carole seemed to have found a warm, friendly, safe place to "hang out" in the project library because she came several times each evening. This was a place where she received the approval and the attention which she needed.

On several occasions I saw Carole using the facility of the Richland County Public Library;and when I discussed that library with her, she said that she began checking out books and records there after her class went there.

Cost of materials for Carole was approximately $50, and the cost in terms of human resources was approximately $225.

PETE

Pete is an interesting eighteen-year-old who loves everything about automobiles, hot rods, and racing. He came into the project library almost every night to see what we had new in his field and to relate the progress that he was making in rebuilding his 1958 Chevrolet.

Having dropped out of school in the tenth grade, Pete said that he just really did not like to read very much; but I observed that he always looked at everything we had on cars anyway. Finally, he checked out a few materials and before long he suggested some books for us to buy. We were unable to get those particular books but found some that were comparable. Pete was thrilled with them and came back several times later to say how helpful they were in his project of rebuilding his car.

Pete began using his Richland County Public Library card this year to find additional books and he said that he enjoyed the magazines which were there.

Materials for Pete cost approximately $85, and the cost in terms of human resources was approximately $135.

CLARA

Clara is a very smart young lady of 32 who passed her G.E.D. and took nursing training through the WAC's. She has continued to take courses and to study and wants an earned high school diploma. She has also taken in-service training courses at the Richland Memorial Hospital to help up-grade her job as a paramedic.

Having had wide and varied experiences both on her job and in her private life, Clara enjoys sharing her ideas with everyone. Oftentimes she talks entirely too much; however, at one of our last lectures she brought a human brain, which she had borrowed from the hospital, and gave a very good demonstration and presentation about it.

Clara was distressed that this library project may not return to Columbia High next school year. She said that she had thoroughly enjoyed all the lectures. Also, she said that she had always enjoyed reading but had not done much in several years because books just were not available to her. This project library changed this and during this year she has read many books which she checked out and also she has read many of those which her friend checked out. Her favorite subjects include art, music, psychology, crafts, homemaking, and Black studies.

As a result of this project, Clara said that she plans to use her Richland County Public Library card more in the future.

Materials for Clara cost approximately $65, and the cost in terms of human resources was approximately $185.

Submitted by
Librarian Coordinator

MRS. R.

Mrs. R. is 45 years old, black, and does domestic work. She quit school after the 3rd grade because she had to go to work. She is now in the Adult Education program at one of the basic centers. This is her third year in Adult Basic I. This year has made the biggest change in her life in 20 years. She now can read and write well enough to answer the telephone to take messages for her employer.

The ability to read has opened up a whole new world to her. Previously, she would come home from work, cook for her husband and daughter and then sit down to watch television. Her reading was confined to the Bible. She has given the ABE-Library Project credit for her increased reading ability. She would go to class to learn to read and write but had no reading material on which to practice her skills. However, our program has made available to her magazines, Black Studies, and Bible stories. Now she spends her leisure time reading not only for practice but for pleasure and information as well.

"Reading and having the materials to read is great," said Mrs. R. She also commented that the praise and confidence from her employer is just about as great.

MRS. K.

What feels greater than being proud of yourself for a job well done? Nothing much, it is true, but one thing comes close; that is, knowing that you have been the means by which someone has expanded their life, ego and their ability to feel pride in themselves.

This is the feeling we have about Mrs. K., an Adult Basic student at Oak-Read High Rise for Senior Citizens in Columbia, South Carolina. She is an elderly Black lady between 70-75 years old and does not work. She lives with her sister and they both live on social security. A limited income means limited entertainment, so Mrs. K. relies on her TV and her church for these pleasures. Of the two, Mrs. K. enjoys her church activities more than TV. Her life long ambition was to be a leader in the Sunday School of her church. She was denied this for years due to her inability to read and comprehend church literature. The ABE-Library Project has given Mrs. K. access to easy comprehensible religious materials. This has enabled her to take an active part in planning and giving programs.

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Mrs. K. has been attending school two years and her reading level is up to the fourth grade. She was made to leave school after the second grade to pick cotton. Upon entering ABE, Mrs. K. could read very little if at all, but now reading takes up a major part of her leisure time.

The project material has enabled her to participate on a larger scale in her church and she said that the proudest day of her life was when she was elected Chairman of her Sunday School. She commented that the project materials had made this possible for her.

HOW TO ENTERTAIN CHILDREN

This is a short case study of Mrs. P., a white lady in her 60's who is an ABE student and lives at Oak-Read High Rise for the elderly. For two years now Mrs. P. has had a problem--what to do with her two grandchildren, ages 8 and 6. Mrs. P.'s daughter often asks her to baby sit, and of course Mrs. P. loves this. Everyone wants to be useful, but she is crippled and she cannot take the kids out to play. So she is stuck in her small apartment, with two children and nothing to do. This is a problem, which our project helped solve for her by providing materials that she can read to her grandchildren.

Mrs. P. left school when she was in the seventh grade over fifty years ago. She has forgotten almost everything she ever learned, but she can read on the fifth grade level. She enjoys reading, but due to her leg problems she is unable to get to the library with any degree of regularity.

She depends on her TV and visits with her neighbors for entertainment. Her greatest source of pleasure, however, is being with her grandchildren.

Through our ABE-Library project, we have brought about a major change in Mrs. P.'s life. We have made available to her material that she can read to the children and keep them entertained. Now they look forward to spending the afternoon with grandmother. This has given Mrs. P. a sense of worth, a feeling of being loved and needed by her family. She no longer feels useless.

We have submitted her name to Richland County Public Library, and they are going to take over the job of supplying Mrs. P. with books through the Bookmobile. An additional benefit of this episode was the development of a love of books in the children and an improvement in Mrs. P.'s reading ability.

HOW TO IMPROVE LIFE IN ONE EASY LESSON

It is possible to improve a man's mind; it is also possible to improve a man's pocket-book. But, if you can give a little help to both, you have improved a man's whole life thoroughly, helping his wife and his children. This is exactly what our ABE-library project accomplished for Mr. D.

Mr. D. is a 35-year-old black man enrolled in ABE Level I at B. T. Washington High School in Columbia, S. C. Mr. D. is married, has two young boys and works in a local factory as unskilled labor. He was forced to leave school in the fourth grade to help support his family. He has been working since. A major change, however, occurred when he enrolled in an ABE class in September, 1972. At this point Mr. D. was classified as a non-reader.

This is the level at which Mr. D. stayed for a good while. He seemed to have been convinced that he simply could not read, so naturally he never showed much improvement. Then one night a salesman brought the Grolier Reading Attainment Kit to class. It was meant to be a demonstration of the kit with an eye to possible purchase. Mr. D. was our guinea pig. In keeping with the intent of the salesman and the Kit, Mr. D. had, in one hour, one reading success after another. His mental block was gone and there was a definite improvement in his reading level. For the first time that night, Mr. D. checked out a book to take home to read. He has continued to check out books every week, mainly job oriented coping skills.

That improvement alone was wonderful for Mr. D. but an even better one was in store. Because of his increased reading ability he has begun assuming new tasks at his job. His foreman noticed the change and has increased Mr. D.'s salary. He is now in a much better position for advancement. The whole quality of life for Mr. D. is better, and this is directly traceable to IMPROVED READING.

Submitted by
Librarian Coordinator

MRS. Y.

Mrs. Y., a black middle-aged female in the Adult Basic Education class, has been attending the Adult Education program for three years. She said for the first time she has gotten in a program that was really helpful for her. She had never done much reading before but started going to the library and checked out pamphlets about household items, housework and meal planning which was a great help.

She finds more time to help her children and husband because of information she reviewed through the ABE Library Project materials.

MRS. X.

Mrs. X. is a black 37-year-old female enrolled in the Adult Basic Education class. Her life long ambition was to be able to read. She has been taking courses for some time, but was never really satisfied with her reading speed. She started going to our Library and checked out different materials on drugs and other materials on information. She always wanted to understand news media and conversations about different subjects that come up.

After a period of going to the library and checking out books to read, she stated that she is now able to converse on different conversations and able to really express herself.

MRS. O.

Mrs. O., is a black 30-35-year-old female enrolled in adult education in level I.

During the first semester, she was very shy. However, through the open book talks we have had at her center, she finally began to express her experiences and stated that she liked books about integration and jobs. After reading several simple books about jobs, she became interested in job hunting.

As a result of this project, she was able to get a job at one of the motels in Columbia.

SUE

Sue, a black 30-year-old female, graduated from C. A. Johnson Adult Center.

She was only interested in books on true romance and sex. On several occasions, I would try to influence her to read other books. However, at the time she was not interested. She expressed a lack of self-confidence that almost affected her typing class. After talking to her and providing her typing class with a speaker from the Urban League who talked on "Human Relations," Sue gained much confidence in herself.

Later, I was able to influence her to read several books which helped her relate to her young children. She has since taken tests which she is hoping to result in job placement.

Submitted by
Librarian Coordinator

WILLIAM

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William, a black male, age 23, from Charleston, South Carolina, is a patient at the Mental State Hospital. He has enrolled in Adult classes there for 18 months. When he first started in this program, he was not too concerned about anything but Black History, but as a regular user of our library, he has been stimulated to read more different types of books and also has developed a talent to gather skills and check out books.

After a frantic argument and misconduct with his teacher, he was suspended from class. Since this episode, he has continued to use the library and check out books. After two weeks of using the library, he has tried to talk to his ABE teacher to get him back in school.

As a result of this library project, William has become aware that he needs an education as he is looking forward to returning home in the summer. He wants to do carpentry work so he did a lot of checking out books on carpentry. He has commented several times that the library project has provided a variety of easier readers and subjects he is interested in.

SHARON

Sharon is a black female, age 19, enrolled in Adult Education at Hopkins Junior High School. She was a very active user of the library but only interested in romance or sex novels at first. As time passed, she became more and more interested in other things in the library. She would check out between 4 and 5 books per night.

As a result of this library project, she has developed the habit of reading a variety of interests.

MR. C.

Mr. C., a middle aged adult student at Hopkins Junior High School, has become an active user of the library. He has a family of six, preschool through junior high. He works full time during the day and enrolled in school at night.

He said one of the things that had inspired him to go back to school was the fact that he had six children and a wife to support and the job he had was not sufficient. In order for him to get a raise, he needed to get his high school diploma.

When Mr. C. first started going to the library, there was never anything that he was interested in; however, he would check by the library every night to see if there would be anytning he would like to read.

Once he came in the library and the director was there. She asked him if there was anything he was interested in reading. He replied, "The book I am interested in, I do not see it." However, she asked him what he was interested in and he told her auto mechanics. She assured him that she would bring one on the next evening. The following week I took the Chilton's Auto Repair Book for him. He was so pleased.

As a result of this library project, we were able to purchase the right materials which helped Mr. C. to develop skills enough to do most of his repairs and fix cars for others which brought about an added income for his family.

Submitted by
Teacher Coordinator

DAVID

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David is a native of Philadelphia, Pennsylvania. He is 36 years old, married and has three children. He is a Viet Nam veteran and has served 18 years in the U. S. Army. He is currently stationed at Fort Jackson, South Carolina. After his father's death, he quit school in 1956 (in the 10th grade) to help his mother and later joined the Army.

David took the G.E.D. in the Army but never received proper credits because the scores were lost. Since he could not get his G.E.D. scores verified, he decided to get his high school diploma because the desire to finish high school had never left him. This was his first year in an Adult Education program, other than military schools.

David was an active current event reader. As a result of the project, he feels that the assessment of the library helped him to make A's in history and English and with his book reports. His vocabulary has improved tremendously. He learned to use reference indexes, read maps and use the card catalog.

BEVERLY

Beverly is a native of a small town near Hemingway, South Carolina. She is 46 years old, married and has six children, four of which are teenagers. She completed the seventh grade but quit school to help around the farm. She later married and moved to Columbia with her husband.

The major part of her working career has been as a waitress. During October, she changed from one store to another as a waitress. One night she confided in me that she had always wanted to work at the post office and asked if I would see if they would hire her. She was afraid they would not listen to her. At this time the post office was not hiring, and she seemed very disappointed. She got some pamphlets and other information on jobs.

Beverly had not read any books prior to the project nor had she been in a library. She now has a RCPL library card and goes to the RCPL occasionally.

She was very interested in the library and came in Columbia High School library frequently to just look at the books on the shelves. The card catalogue was also fascinating to her. She just could not believe you could find anything you wanted in it. She read Between Parent and Teenager and felt that she should have had this book years ago. She learned more about her children and began to understand them better.

This year has really been a new experience for her. She attended the majority of the programs. The speaker who amazed her most was Dr. Billy Bryan, whose topic was Sex and Sex Information.

ANN

Ann was born in Monetto, South Carolina. She was raised by her grandmother for four years and has lived with relatives and her mother since the age of four. She is now eighteen years old, single, and has two children, a daughter, two years old and a son, one year old.

She is Catholic and attended a private Catholic school from the first through eighth grades. Her ninth grade was completed in 1970. It was during this year that she became pregnant and was not able to return to day school and began the Adult Education program in the fall of 1970 at Columbia High School. She has attended adult classes for the last three years.

Her reading level is an average eleventh grade student. Prior to the project, her reading materials consisted of mostly magazines such as Jet, Ebony, Black Stars, Tan and others she bought regularly. Since the project, books have been added to her reading materials.

Ann thinks the library is something we should have had a long time ago, because it is interesting. Most people do not stop to read. Since the books were available, it seemed to make reading easy and helped her to learn more on her own. As a result of the project, she learned things she did not know before. Her outlook on life was changed. For example, Jubilee touched her because she found it hard to accept the way slaves were treated and decided her life was not so bad after all.

There were numerous little things in general that she learned; such as, the proper care of young children, information about medicine and drugs, job information, and much more. After reading What Every Woman Should Know about the Pill, she stopped taking the pill because she was not aware of the various side effects of the pill before.

At the beginning of the second semester, Ann came in the library, brought some books back, and announced that she was not coming to school this semester. There was not going to be Adult Summer School this year, and she had planned to finish in December, 1973. I asked her to consider coming this semester because she would be three units closer to graduating if she continued. The next week she came by to say she was glad I talked her into staying in school.

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From the beginning of the project she has been concerned about finding a husband and father for her children. She wanted a husband so badly, but she did not want someone who would not accept her children. After a marriage counselor spoke to her psychology class, she was enlightened about marriage and that the right man would come some day. By the way, I talked to her a few days before school closed; and she finally met "Mr. Right." She thinks they will marry in September.

Submitted by
Teacher Coordinator

JOYCE

Joyce, a white female, worked as teacher coordinator for the library project. She came to work with the project in September and was assigned to three centers as a team partner for another staff member.

For a while, several problems came up with her and her team-mate. She is full of good ideas and very creative but had problems in getting ideas across without insulting her co-worker. She is a very out-going person and would speak without thinking at times. To her team-mate it would always seem as if Joyce was being very bossy and would try to belittle her in front of the Adult Learners which would highly insult her. She felt that Joyce was a very bossy, outspoken and inconsiderate person.

At timeswhen Joyce would have these problems, she would become very depressed. She would feel at times that she never did anything right.

From time to time I would have conferences with the two in order to iron out ill feelings between them. On several occasions, I would talk to them individually. Since then Joyce has told me how much my understanding has helped.

Joyce read many books relating to how to cope with self and personal behavior. She checked out many books like: I'm O.K., You're O.K., Positive Thinking, Human Relations and Social Adjustment. She has joined a group therapy course and is presently in another one on "Counseling and Human Development."

Because of this project, she has gained confidence in herself. She is also able to adjust in different situations, to express negative feelings without feeling less of herself, to control emotional feelings, and to understand different personalities. She has established the library habit. So at times when a problem arises, she is able to read materials that have similar problems with suggested ways of solving.

She has enjoyed this project so much in dealing with people and serving the adult learners. She is looking forward to working again next year.

The cost of materials for Joyce was approximately $40 and in human resources was $500.

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GEORGE

George, a white 30-35-year-old male, has been a member of the ABE class for two years at Crafts Farrow Mental Hospital.

He had been attending classes mainly for social interactions. Immediately after he would get in class he would fall fast asleep. There was little or no participation from George.

Staff team would go out and put on special programs such as story hour, book talks on very basic levels and showed films and filmstrips. On several occasions, they could not get George interested in any of the programs. After several months, George stopped sleeping and began listening to stories and responding. He would try to write passages down and show them to the staff team.

He commented several times, "I sure do like those stories. I like to go to school every day now."

From this project, George has learned to pay attention and make interesting talks about different subject matters. He has learned that he can get more out of life than sleeping every day.

The cost of materials for George was approximately $20, and the cost in human resources was $115.

MRS. Q.

Mrs. Q., a 50-55-year-old black woman, has been a member of the ABE class for two years at Crafts Farrow Mental Hospital. She went to class as a means of being with people. Social interaction seemed to have been her main concern.

The ABE teachers had been trying to get her involved in basic skills from the time she had enrolled. There was no response from her. When she was asked to write, she would give excuses like her finger was broken or she just did not know how.

A staff member became very interested in her and tried to get her to write her name, but she gave excuses to her also. Over a period of time, I was able to get her to write her name because of the story hours and films that had inspired her. On several occasions, she would bring papers to class in order to show me that she had been writing. Several times she would show me that she had tried to read, also.

As a result of this project, she had gained confidence in herself to write and also to read. The cost of materials for Mrs. Q. was approximately $3, and the cost in human resources was $25.

Submitted by
Eunice McMillian, Director of ABE-
Library Project

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MRS. A.

Mrs. A. is a black female in her late forties. When I asked her age, she giggled and said "a little past 35, honey." She does domestic work and has done domestic work all of her life. She is in a basic level one adult education class at C. A. Johnson High School. She said she started attending classes because she had always wanted to read her Bible a little and to learn to do some figuring.

She had checked out only a few of our books and requested one on auto mechanics which she returned with little comment. I suggested she try a new selection which we had just gotten in, Meet Andrew Jackson. It is an easy reader with large bold print and many sketches.

About two weeks later when I visited her class again, she was all excited about the book and could talk of nothing else but how hard Andrew Jackson had worked to study and learn. She asked if she could keep it a little longer as she wanted to finish reading it for the second time.

The last evening of class for the year, Mrs. A. had the book with her and was so animated as she talked about his life, how much his education meant to him. She said his story had a great influence on her. She was determined to work and study harder.

Mrs. A. seemed so attached to this book and had enjoyed it so much, I suggested she might keep it for her own. She responded very brightly, "Lord yes, honey, I really would like to keep Old Andy; he was so smart and worked so hard."

Mrs. A. is just one example of how properly selected books and reading materials can stimulate the desire to enrich one's education.

MRS. B.

Mrs. B. is a black female in her late thirties. She is an ABE teacher at one of our centers. She teaches level II basic education classes. Her class is rather small with only eleven people enrolled. She is a very devoted and sincere teacher with many years of experience. Her classes are highly organized and exceptional in that the class has a class president, secretary and treasurer. The purpose of this is to acquaint members on how to handle money and keep records. The goal of the club was to save $1,000 by the end of the school year, which was accomplished.

Mrs. B. was polite but very cool towards the project. She had little or no interest in using the services of the project and appeared to resent any break into her classroom lessons. She ordered one film three times but each time it came, it interfered with planned classroom study. It was returned unshown. Her class did not take breaks nor did they leave the classroom during class time. They are a very industrious group.

We decided the best approach was to bring the library to the class. The problem was that there was no time which seemed appropriate. We did not feel that Mrs. B. objected to the project but felt that planned classroom work was more important. She also felt that learning the 3 R's was the purpose for which her students attended class and that any other activities were luxuries to be indulged in after the main course was completed. Her class attended two programs we sponsored, one on taxes and one on drugs.

When the gradual change in her attitude began to take place or exactly why, I am not sure. The major turning point occurred when Mrs. B. agreed to take the class on a field trip to RCPL. Her class was very excited about the tour. Only one student had been to the public library and none had library cards.

All students were given library cards and the tour of the library was presented as excitingly and as imaginatively as the human mind can. The class responded overwhelmingly to the tour. Mrs. B. was very pleased and excited about the children's room.

After the tour, I took them over to Columbia High School where they had a hypnotist as resource speaker for the evening. She enjoyed the evening so well, that she asked that I invite the Hypnotist over to her center before school would end. She also invited the project staff to their farewell party.

Since this event, Mrs. B. seemed much more responsive to the project, its value and place in the educational process. She expressed great interest in our continuing next year. She indicated that she would like for us to meet with her early next year to plan some special programs with resource people or films for her class.

As a result of the project, Mrs. B. has received a borrower's card, an insight to what the RCPL had to offer, especially the children's room. Previously, she had been taking her day school children on tours of a nearby branch library; but she had found that the RCPL has more to offer. She also was made aware that her class was very happy to have had the chance to visit a library. She also has learned that the library was just as important for their basic skills.

MR. C.

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Mr. C. is a young white male in his early twenties or late teens. He is a very shy young man with long hair, beard and jeans. He has his own philosophy of life.

He has used the library very regularly during the year. The first semester his selections were mostly confined to modern political thought and books on drugs. Over the period of this year his selection of materials has broadened to historicals, particularly, those related to the Civil War period, a few novels, various modern poetry selections and books on Black history.

He is a person of few words but on occasion has shared some of his thoughts with us or commented on a particular book he had read. From a trip to the library he had commented that he was real happy that he had gone to learn of the many things that the RCPL has to offer. He also said that this project has taught him many things and would like to see it continue as long as he is enrolled in school.

Submitted by
Teacher Coordinator

CIRCULATION RECORDS
Columbia High School

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Date	Books Checked Out	Books Returned	No. of Clients	RCPL Cards Issued	Books checked out to clients on levels below: 1	2	9	10	11	12	Pamphlets Given
1-18-73	6	2	7	3	4	1		1			
	20										
1-22-73	1		33	8	2	1	4	7	5	2	18
		11									
1-23-73	8	5	19								
	7										
1-29-73	1	2	13								
1-30-73	1	9	11	1					1		4
	1								1		
2-1-73	13		22	2			2	1	8	1	
	2									2	
2-5-73	18		21	2				3	12	3	
	1	3									
2-6-73	3	3	150	38				1	2	1	
	1										
2-8-73	14		16	4	3		2	1	1	7	
2-15-73	7	3	13	2	2		1	3	1		
			14								
2-19-73		9	29	3							
2-20-73	9	5	21	5			1	6	1		125
	16	2	3						4		
2-22-73	4	1	13	2	3	3	2	2	2		
	3	5									
2-26-73	15	6	18				1	15	1	1	
	7	4									
2-27-73	1	2	16				1	2	2	3	
	8	2									
3-1-73	1	1	14						1		
	3	6									
3-5-73	2	5	8								
	13	9									
3-6-73	1	5	34	2		3		5	4	1	7
	16										
3-8-73	1	9	70	7			1	2	11	2	150
	26	4	27								
3-12-73	2	2	23	1			4	9	7	4	125
3-13-73	3			4							
		1									
3-15-73	6	1	14	21				1	4	1	13
		4									
3-19-73		1	19	2							
3-20-73				2							
		5									
3-22-73	3	1	55								200

BEST COPY AVAILABLE

Date	Books Checked Out	Books Returned	No. of Clients	RCPL Cards Issued	Books checked out to clients on levels below 1	2	9	10	11	12	Pamphlets Given
3-26-73	4	18	11 9								
3-27-73	13	7	14								
3-29-73	5	9 1	16	6							206
4-2-73		8 1									
4-3-73	4	8 1	11 13	3		1		2		1	11
4-5-73	9	11	43					1	3	5	8
4-9-73	5	5 1	57 7				1	2	1	1	
4-10-73	1 6	3	16 12		2			2	2	1	
4-16-73		6 1	10								
4-17-73	14	5 1	22			6		3	3	2	4
4-23-73	3	3 1	6	1			1	2		1	
4-24-73	6	2	36			1	3		1	1	9
4-26-73	8	7	43	3	1	1	1		2	3	47
4-30-73	3	4	21					2		1	
5-1-73	7 1	6	8			3	1	2	1	1	6
5-3-73		2	27								55
5-7-73	9 2	5	19								
5-10-73		14 1	11								21
5-14-73	3 1	11	35								
5-15-73		11	9	5							17
5-17-73		8	6	1							13
Total	347		1147	108							544

SECOND SEMESTER
Oak Road

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Date	Total Books	Return	Number of Clients	RCPL Cards
2-1-73	19	3	15	-
2-8-73	17	5	12	1
2-19-73	18	6	14	-
3-1-73	42	10	19	2
3-8-73	19	7	15	
3-12-73	26	30	15	
3-19-73	21	9	10	
3-26-73	26	4	16	1
4-2-73	10	7	14	
4-9-73	17	6	14	
4-26-73	19	16	14	
4-30-73	15	7	11	
5-10-73		19	13	
Total	249		182	4

SECOND SEMESTER
Booker T. Washington

1-30-73	3	6	10	-
2-6-73	18	4	10	
2-15-73			3	
2-20-73	7	3	5	
2-27-73	20	7	3	
3-15-73	15	9	10	1
3-22-73			10	
3-29-73	5	3	9	
4-4-73				
4-10-73				3
4-24-73	11	4	10	
5-8-73	1	6	10	
Total	84		88	4

CIRCULATION RECORDS

State Mental Hospital

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Date	Books Checked Out	Books Returned	Number of Clients	NCPL Cards Issued	Books Checked Out To Clients On Levels Below: 1	2
2-14-73	7		10		5	2
2-21-73	8		12		5	3
2-28-73	8		7		4	4
3-7-73	7		10		4	3
3-14-73	12	2	11		8	4
3-28-73	30	6	14		19	11
4-10-73	15	3	20		11	4
4-17-73	13	4	9		5	8
5-2-73	3	2	13		2	7
5-16-73		5	10			
Total	109	22	116			

CIRCULATION RECORDS

Hopkins Junior High

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Date	Books Checked Out	Books Returned	Number of Clients	[illegible] Cards Issued	Books Checked Out to Clients On Levels Below: 2	3	4
2-6-73	6	0	7		2	3	1
3-1-73	5	2	2		2	2	
3-7-73	8		7		5	3	
3-13-73	12	1	10	2			10
3-15-73	5		10				
3-20-73	14	7	20				
3-29-73	14		9				
4-17-73	10	4	5	2			
4-26-73	3		6				
5-3-73	4	17					
5-8-73		16	2				
5-10-73							
Total	81		85	11			

CIRCULATION SECOND SEMESTER

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Date	Level 1	Level 2	Grade 9	Grade 10	Grade 11	Grade 12	Total	Return	Clients	School
2-8-73						2	2		2	C. A. Johnson
2-15-73			1				1	1		C. A. Johnson
2-19-73				9			11			C. A. Johnson
2-27-73			x	x			15		11	A. Road
2-28-73	x						1			Crafts Farrow
3-1-73	x						37	12		C. A. Johnson
3-1-72			x	x			7			A. Road
1-23-73	x		x				23	8		C. A. Johnson
2-7-73							34		16	RCPL A. Road
2-8-73							23		15	C. A. Johnson
2-1-73		(14)					50		50	C. A. Johnson
3-12-73						x	10			C. A. Johnson
3-13-73		x					30		12	C. A. Johnson
Totals							244			
3-13-73		2		5		5	13	6		A. Road
3-15-73						9	11	2		C. A. Johnson
3-19-73						7	7			C. A. Johnson
3-22-73				13			13	3		C. A. Johnson
3-26-73						30	30	9		C. A. Johnson
3-27-73		2	5			3	10			A. Road
3-28-73	3		4				7			Crafts Farrow
3-29-73				9			9	2		C. A. Johnson
4-2-73				7				7		C. A. Johnson
4-3-73		3						3		A. Road

Circulation Second Semester (Continued)

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Dates	Level 1	Level 2	Grade 9	Grade 10	Grade 11	Grade 12	Total	Return	Clients	School
4-10-73			7				9	34		A. Road
4-11-73	5	1					6			Crafts Farrow
Totals							115			
4-3-73							17	3		A. Road
4-12-73						3	3			C. A. Johnson
4-16-73							5			C. A. Johnson
4-17-73				7				28		A. Road
4-24-73							9			A. Road
							3			C. A. Johnson
4-26-73	11						5			C. A. Johnson RCPL
4-30-73						2	4	5	2	C. A. Johnson
5-4-73						4	4		4	A. Road
5-6-73								16		C. A. Johnson
5-7-73								4		C. A. Johnson
Totals							50			
5-10-73								17		C. A. Johnson
5-14-73						2		7	2	C. A. Johnson
5-15-73								7		C. A. Johnson
5-16-73	1	2					6	1		A. Road
Total							6			

Grand Totals 1285

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RICHLAND COUNTY PUBLIC LIBRARY - 1400 Sumter Street - Statistics - Mondays, Tuesdays, & Thursday. Main Desk Circulation of Library Materials - January 2, 1971 through May 15, 1973. Head Count - 6P.M-9PM, last week in October 1972 through May 15, 1973.

	1971	Circulation	1972	Circulation
Mon.	Jan.	536	Jan.	704
Tue.		495		713
Thurs.		416		474
Mon.		471		432
Tue.		416		498
Thurs.		359		375
Mon.		480		427
Tue.		572		482
Thurs.		459		390
Mon.		487		504
Tue.		565		386
Thurs.		454		473
Mon.	Feb.	555		455
Tue.		454	Feb.	447
Thurs.		337		398
Mon.		624		651
Tue.		466		536
Thurs.		420		362
Mon.		525		440
Tue.		535		550
Thurs.		396		447
Mon.		391		608
Tue.		580		526
Thurs.		485		629
Mon.	March	628		524
Tue.		624		612
Thurs.		695	March	422
Mon.		565		474
Tue.		634		495
Thurs.		484		452
Mon.		571		516
Tue.		483		634
Thurs.		579		341
Mon.		602		500
Tue.		534		553
Thurs.		290		366
Mon.		640		544
Tue.		591		705
Thurs.	April	325		529
Mon.		533	April	Closed
Tue.		560		592
Thurs.		586		479
Mon.		Closed		611
Tue.		790		536
Thurs.		568		649
Mon.		500		514
Tue.		484		538
Thurs.		482		370
Mon.		537		495
Tue.		497		508
Thurs.		438		413

Richland County Public Library - 1400 Sumter Street-Statistics-Mondays, Tuesdays, & Thursdays. Main Desk Circulation of Library Materials - January 2, 1971 through May 15, 1973. Head Count-6PM-9PM, last week in October 1972 through May 15, 1973.

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	1971	Circulation	1972	Circulation	1972	Head Count 6-9PM
Mon.	May	460	May	327	May	112
Tue.		784		470		153
Thurs.		528		502		122
Mon.		524		477		122
Tue.		605		607		148
Thurs.		426		412		73
Mon.		576		501		93
Tue.		525		533		82
Thurs.		404		681		64
Mon.		482		552		85
Tue.		421		484		92
Thurs.		359		392		51
Mon.		499		406		69
Tue.	June	475		457		66
Thurs.		427	June	355	June	45
Mon.		627		399		58
Tue.		554		462		54
Thurs.		439		429		42
Mon.		560		451		52
Tue.		571		543		80
Thurs.		499		459		42
Mon.		457		385		46
Tue.		484		425		50
Thurs.		492		464		58
Mon.		628		577		55
Tue.		602		496		64
Thurs.	July	474		419		42
Mon.		Closed	July	593	July	53
Tue.		684		Closed		Closed
Thurs.		606		430		67
Mon.		758		595		58
Tue.		448		593		60
Thurs.		534		380		46
Mon.		589		609		74
Tue.		537		569		57
Thurs.		554		390		57
Mon.		578		540		60
Tue.		457		517		52
Thurs.		281		405		36
Mon.	Aug.	520		506		58
Tue.		514	Aug.	515	Aug.	55
Thurs.		809		538		42
Mon.		715		597		61
Tue.		535		574		50
Thurs.		459		403		56
Mon.		397		596		74
Tue.		510		396		46
Thurs.		617		608		35

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Richland County Public Library - 1400 Sumter Street-Statistics-Mondays, Tuesdays, & Thursdays. Main Desk Circulation of Library Materials-January 2, 1971 through May 15, 1973. Head Count 6PM-9PM, last week in October 1972 through May 15, 1973.

	1971 Circulation		1972 Circulation		1972 Head Count 6-9PM
Mon.		569		531	52
Tue.		533		537	41
Thurs.		415		348	60
Mon.		503		465	81
Tue.		418		768	44
Thurs.	Sept.	399		411	38
Mon.		Closed	Sept.	Closed	Sept. Closed
Tue.		555		546	84
Thurs.		560		447	43
Mon.		439		466	82
Tue.		417		480	69
Thurs.		442		322	54
Mon.		451		457	87
Tue.		369		389	70
Thurs.		538		329	51
Mon.		540		398	54
Tue.		713		588	60
Thurs.		623		411	44
Mon.	Oct.	408	Oct.	417	Oct. 65
Tue.		493		491	38
Thurs.		401		415	42
Mon.		480		433	104
Tue.		533		913	46
Thurs.		461		433	57
Mon.		520		479	50
Tue.		1046		416	63
Thurs.		352		415	41
Mon.		473		469	64
Tue.		518		426	68
Thurs.		478		454	47
Mon.	Nov.	822		530	98
Tue.		521		368	48
Thurs.		439	Nov.	537	Nov. 43
Mon.		436		530	86
Tue.		481		576	55
Thurs.		409		433	49
Mon.		427		540	64
Tue.		580		424	71
Thurs.		419		670	37
Mon.		526		479	60
Tue.		399		551	59
Thurs.		Closed		Closed	Closed
Mon.		533		524	122
Tue.		485		550	48
Thurs.	Dec.	290		345	65
Mon.		414	Dec.	497	Dec. 66
Tue.		550		388	77
Thurs.		411		367	53

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Richland County Public Library - 1400 Sumter Street-Statistics-Mondays, Tuesdays, Thursdays. Main Desk Circulation of Library Materials - January 2, 1971 through May 15, 1973. Head Count - 6PM-9PM, last week in October 1972 through May 15, 1973.

	1971	Circulation	1972	Circulation	1972	Head Count 6-9PM
Mon.		390		407		72
Tue.		389		374		49
Thurs.		329		267		61
Mon.		378		387		59
Tue.		437		363		53
Thurs.		316		310		50
Mon.		491		Closed		Closed
Tue.		531		Closed		Closed
Thurs.		434		546		42
	1972		1973		1973	
Mon.	Jan.	704	Jan.	Closed	Jan.	Closed
Tue.		713		663		107
Thurs.		474		520		68
Mon.		432		Closed (ice storm)		Closed (ice storm)
Tue.		498		Closed (ice storm)		Closed (ice storm)
Thurs.		375		563		45
Mon.		427		614		94
Tues.		482		480		68
Thurs.		390		419		53
Mon.		504		449		80
Tue.		386		462		55
Thurs.		473		465		54
Mon.		455		541		76
	1972		1973		1973	
Tue.	Feb.	447	Feb.	538	Feb.	72
Thurs.		398		508		73
Mon.		651		594		57
Tue.		536		472		49
Thurs.		362		562		62
Mon.		440		167 (snow)		18(snow)
Tue.		550		385		23
Thurs.		447		645		53
Mon.		608		522		77
Tue.		526		574		62
Thurs.		629		551		67
Mon.		524		623		77
Tue.		612		545		61
Thurs.	Mar.	422	Mar.	477	Mar.	73
Mon.		474		575		103
Tue.		495		613		101
Thurs.		452		396		63
Mon.		516		452		78
Tue.		634		516		90
Thurs.		341		428		83
Mon.		500		601		87
Tue.		553		557		88
Thurs.		366		628		49

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Richland County Public Library - 1400 Sumter Street-Statistics-Mondays, Tuesdays, & Thursdays. Main Desk Circulation of Library Materials-January 2, 1971 through May 15, 1973. Head Count - 6PM-9PM, last week in October 1972 through May 15, 1973.

	1972	Circulation	1973	Circulation	1973	Head Count 6-9PM
Mon.		544		512		90
Tue.		705		490		116
Thurs.		529		387		78
Mon.	April	Closed	April	547	April	99
Tue.		592		528		65
Thurs.		479		465		82
Mon.		611		551		73
Tue.		536		492		86
Thurs.		649		465		81
Mon.		514		508		65
Tue.		538		446		87
Thurs.		370		452		59
Mon.		495		Closed		Closed
				Easter Monday		
Tue.		508		767		129
Thurs.		413		419		81
Mon.	May	327	May	582	May	48
Tue.		470		591		64
Thurs.		502		348		57
Mon.		477		645		79
Tue.		607		466		48
Thurs.		412		425		66
Mon.		501		514		70
Tue.		533		493		73

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1973 - 74 Richland County Public Library Plans for Library Service to the Disadvantaged

Collections

1. Book, periodical, pamphlet, and audio-visual collections will be added to in the areas of black literature, consumer education, health education and other areas of importance to the disadvantaged with easier access to material through booklists and displays.

2. Additional paperbacks on black subjects will be purchased and placed in spinners which display book covers.

3. A new section of materials for the adult new reader will be created upon the opening of the second floor of the Main Library. (This material is also useful with persons suffering physical disorders such as strokes.)

4. Continued emphasis will be placed upon referral information in the reference areas.

Personnel

1. Efforts are being made to locate a black librarian to serve as the Community Librarian who would be directly involved in serving the disadvantaged through the county.

2. Training in serving the new reader will be given staff members at service areas.

Cooperation With Other Agencies

1. Contact will be made with School District One and School District Two Central Office staff, principals, librarians, and teachers concerned with Adult Education; the Greater Columbia Literacy Council; the Urban League; area

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vocational schools; church organizations and other groups working with adult new readers in order to explain materials and services available. Groups will be invited to tour the library.

2. Materials from such agencies as the Richland County Agriculture Extension Office, the South Carolina State Board of Health, the South Carolina Heart Association, Planned Parenthood of Central South Carolina, and the South Carolina Division of the American Cancer Society will again be distributed by the library.

3. Day Care and Headstart groups will be invited to visit the library.

4. Medical personnel will be notified of the easy-to-read materials available.

Outreach

1. Fliers advertising material available and location of service points will be distributed door-to-door and handed out at community centers and where classes are held.

2. Television spots promoting library materials will be aired on ETV between "Mister Roger's Neighborhood," "Sesame Street," "Whee," and "The Electric Company."

3. The library will participate in a community festival in order to advertise materials available and location of service points.

4. In the summer, storytellers will travel throughout the county. Though primarily intended for children, adults have also attended. Bookmobile stops will be coordinated with the stories in order that listeners may take home library materials.

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5. Again, a summer reading club will be conducted at all service points including Latimer Manor and the bookmobiles for all children. A local hamburger concern donates hamburgers and drinks at the completion of a very short reading requirement.

6. Two bookmobiles will continue to travel throughout the county. The library plans to maintain stops at the following government subsidized housing units which operate under the Columbia Housing Authority:

   Saxon Homes
   Allen-Benedict
   Hendley Homes
   Jaggers Terrace
   Fairfield Arms
   Gonzales Gardens

   Door-to-door deliveries will be made to the Oak-Reed Complex. Bethel Bishop, a privately operated government subsidized complex will be visited. Roosevelt Village and Washington-Carver, privately operated low income units, will continue to receive bookmobile service. Among the other low income areas to be visited are Tree Street, Lyons Street School, New York Apartments, Harper Street, Richland Street, Arthurtown, the O.E.O. Center in Hopkins, Cross Roads, and Bluff Estates (a low income government sponsored private housing area). Day Care units will again receive bookmobile service. A bookmobile demonstration will be held at the Reeder Point, Community Center.

7. Paperback deposits will be placed in three housing developments in order to have materials constantly available and, hopefully, to lead the reader to the main library.

8. The library at Latimer Manor, a government subsidized housing unit, will continue to operate. This project was partially supported by federal funds, and it is probable that the county will have to absorb its expense. Books, pamphlets, periodicals, and audio-visual materials will again be made available to the patrons in this library which is cheerfully decorated in bright colors with posters and mobiles. Much of the material is displayed showing the covers. Materials are

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available for use by residents of the surrounding neighborhood. Part of the collection will be distributed directly to the homes. Residents will be informed of the various programs, such as referral service and storytimes, which are available to them.

The library plans to continue to cooperate with persons teaching courses in the community center and the social workers in order to constantly select materials which will be enjoyed by the citizens of the community.

BOOKS THAT HAVE BEEN CHECKED OUT

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TITLE	Author
Don't Take Teddy	Baastad, Babbis F.
Think and Grow Rich	Hill, Napoleon
Edmund's 1972 Car Prices	
Gun Law at Vermillion	Holmes, L. P.
Where to Get Help For A Drug Problem	Keville, Kathleen
Speak Now	Yerby, Frank
The Pardner	Naughton, E.
The Man Without A Country	Hale, Edward E.
The Unforgiving Servant	Kramer, Janice
A Special Kind of Magic	Newquist, Roy
Martin Luther King, Jr. Man of Peace	Patterson, L.
The Group	McCarthy, M.
High School Equivalency Examination	
Dream Book #2	
Weird Ways of Witchcraft	
Mad Vertizing	
More Playboy's Party Jokes	
Love Story	Segal, Erich
Beautiful People's Beauty Book	Princess Pignatelli
War of the Dons	Rabe, Peter
Let's Start to Cook Journal	
The Fire Next Time	Baldwin, James
Hands of Terror	
The Willow Pond	
My Face For the World to See	
The Face in the Shadows	Johnston, Velda
A Murder of Crows	
Crows Can't Count	
Your Legal Problems	
The Happy Looker	Hollander, Xavier
The Learning Tree	
The Power of Positive Thinking	Peale, Norman V.
The Secret of the Chimney	
Tell Me That You Love Me, Junie Moon	Kellog, M.
Tales And Stories for Black Folks	
Famous Negro Americans	
Holidays and History	
Between Parents and Teenagers	
Witchcraft, U. S. A.	
Here Comes the Sun	Loring, Emilie
Body Language	Fast, J.
An Overdose of Death	Christie Agatha
Mama Black Widow	
World Aflame	Graham, Billy
The World of Soul	
George Washington	
Needlecraft	Good Housekeeping
Guide to Confident Living	Peale, Norman V.
A Lantern In Her Hand	Aldrich, Bess S.
Handyman's Book	BH&G
Do Not Fold, Spindle, or Mutilate	Disney, Doris M.
Robert F. Kennedy. Man Who Dared to Dream	Groves, Charles
The Pearl	Steinbeck, John

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Author	Title	Number of Times Circulated
Alonso, Ricardo	The Candidate	
Angelou, Maya	I Know Why the Caged Bird Sings	
Asimov, Isaac	The Sensuous Dirty Old Man	
Austrian, Geoffrey	The Truth About Drugs	(2)
Bailey, F. Lee	The Defense Never Rests	
Baldwin, James	The Fire Next Time	
	Going to Meet The Man	
Bambara, Toni C.	Tales and Stories for Black Folks	
Benagh, Jim	Incredible Athletic Feats	
Berne, Eric	Games People Play	
Better Homes & Gardens	Americas Favorite Recipes	
	Meals With A Foreign Flair	
	Snacks and Refreshments	
Bishop, Jim	The Day Lincoln Was Shot	
Blathy, William	The Exorcist	(2)
Bohlman, H.	The Law For You	
Bracken, Peg	The I Hate to Cook Book	
Brown, Claude	Manchild In The Promised Land	
Brown, Dee	Bury My Heart At Wounded Knee	
Butman, Grace	New Fabrics, New Clothes	

Author	Title	Number of Times Circulated
	ABC's of Hot Rodding	
	A to Z Diet Guide and Calorie Counter	
Agee, J.	A Death in the Family	(2)
Alonso, R.	The Candidate	(2)
Aras, E.	Dream Book #2	(4)
Ball, J.	Death for a Playmate	(4)
Behme, B.	Motorcycle and Trail Bike Handbook	
BH & G	America's Favorite Recipes	
Blatty, W.	The Exorcist	(2)
Bradley, M.	How to be Sensual...(and drive him wild)	
Brownmiller, S.	Shirley Chisholm	
Burgess, P.	Confession of a Married Man	
Carson, J.	Coach Nobody Liked	(2)
Cleste,	Astrology, Mythology, and the Bible	
Chartham, R.	Sensuous Couple	(4)
Christie, A.	And then There Were None	
Christie, A.	Mystery of the Blue Train	
	Complete Book of Engines	
Cullen, A.	Studd	(2)
Daniels, D.	Dark Villa	
Darringer, H.	Stepsister Sally	(2)
Davis, A.	If They Come in the Morning	
Davis, S.	Yes I Can	
Dore, A.	The Premier Book of Major Poets	(2)
Drisko, C.	The Unfinished March	
Durall, E.	Why Wait Till Marriage?	
Floyd, T.	Integration Is a Bitch	(2)

Author	Title	Number of Times Circulated
Frank, A.	Diary of a Young Girl	
Freedman, E.	How to Draw	
Gaddis, P.	Enchanted Spring	
Gallico, P.	The Lonely	
Gardner, E. S.	Crows Can't Count	
Ganer, J.	Sickel Cell Disease	
Goldston, R.	The Rise of Red China	
Gover, R.	100 Dollar Misunderstanding	
Graves, C.	Rober. F. Kennedy - Man Who Dared to Dream	(2)
Green, H.	I Never Promised you a Rose Garden	(4)
Greenlee, S.	Spook Who Sat by the Door	
Griffin, J.	Black Like Me	(3)
Hale, E.	Man Without a Country	(2)
Hasell, Grace	Soul Sisters	(2)
Hansberry, L.	To Be Young, Gifted, and Black	(2)
Harris, B.	Kitchen Medicines	
Heinlein, R.	Stranger in a Strange Land	
Hershman, F.	Witchcraft, U. S. A.	
	High School Equivalency Examination (Social Studies, Science, Lit.)	
	High School Equivalency Examination (Mathematics)	
Hill, G. L.	By Way of the Silver Horns	
Hill, G. L.	The Substitute Guest	
Hoff, C.	Holidays and History	
Holmes, L. P.	Gun Law at Vermillion	(2)
Holmes, M.	I've Got to Talk to Somebody God	
Horner, L.	Heir to Falcon Hurst	
Horner, L.	The Mustee	

Author	Title	Number of Times Circulated
Hunter, K.	The Landlord	(3)
Irving, W.	Legend of Sleepy Hollow	(2)
Johnston, W.	Monday Morning Father, Room 222	(2)
Killilea, M.	Karen	(2)
Killilea, M.	With Love From Karen	
King, C. S.	My Life With Martin Luther King, Jr.	(2)
King, M. L.	Where Do We Go From Here	
King, J. T.	Famous Negro Americans	(2)
Kuhne, P.	Home Medical Encyclopedia	
Kwolek, C.	Loner	(4)
La Bern, A.	Frenzy	
Lehman, E.	Talking to Children About Sex	(2)
Leinwan, G.	Drugs	
Loring, E.	Fair Tomorrow	
Loring, E.	Hilltops Clear	
Loring, E.	No Time for Love	(2)
Loring, E.	Spring Always Comes	
Lowery, L.	What Can An Animal Do?	
Lubowe, I.	New Hope for Your Skin	
McCarthy, M.	The Group	(3)
McWhirter, N.	Guiness Book of World Records	(1)
Mager, N. H.	Household Encyclopedia	
Malcolm X	Malcolm X Speaks	
Martin, E.	Test Your E. S. P.	(2)
Murray, A.	The Scene	
Murphy, B.	Sex Anyone?	
Neufield, J.	Lisa, Bright, and Dark	(3)
	1973 Consumer Buying Guide	

Author	Title	Number of Times Circulated
	1973 Popular Hot Rodding Engine Annual	
	1001 Custom and Rod Ideas	
Palmquist, A.	Somebody Please Love Me	
Preston, E.	Martin Luther King: Fighter For Freedom	
Perkins, W.	Fannie Farmer Jr. Cook Book	
	Popular Hot Rodding's Drag Racing	
Queen, E.	A Fine and Private Place	(4)
Roucher, H.	Summer of '42	(3)
Ragner, C.	Parent's Guide to Sex Education	(2)
Renaz, L.	My Face for the World to See	(6)
Richards	English Through Pictures	(2)
Rival, P.	Six Wives of Henry VIII	
Rogers, D.	Dearest Debbie	
Ross, D.	Haunting of Clifton Court	(2)
Saltman, J.	Teen Love, Teen Marriage	
Sayers, G.	I Am Third	
Schulz, C.	Snoopy and the Red Barron	(2)
Shaw, A.	The World of Soul	(3)
Smith, S.	E. S. P. and You	(2)
Spock, B.	Teenager's Guide to Life and Love	
Sports Illus.	Baseball	(2)
Sterling, R.	Night Gallery	(3)
Stolz, M.	The Noonday Friends	
Stone, I.	14 Great Tales of E. S. P.	
Susann, J.	Valley of the Dolls	
Talese, G.	Honor Thy Father	(2)
	Teach Me to Read	

Author	Title	Number of Times Circulated
Teague, B.	Letters to a Black Boy	
Tegner, B.	Complete Book of Juda	
Walker, M.	Jubilee	
Walker, M.	Fall Out Laughing, Beetle Bailey	(2)
Wessinger, M.	1001 Valuable Things You Can Get Free	
Wright, R.	Black Boy	(2)
Wright, R.	Native Son	

TABULATION OF ABE STUDENT INTEREST CHECKLIST BY COPING SKILL AREA

Around 900 ABE students completed a checklist asking what coping skill categories they would like to have materials about. Those receiving only a few responses are not included in the following tabulation of the number of adults wanting materials in a particular coping skills area.

ADVOCACY-- 95

AGING--205

CONSUMER ECONOMICS--178

FAMILY--103

COMMUNITY--86

HEALTH--387

HOUSING--213

JOBS--296

EDUCATION--214

RESPONSES OF ABE TEACHERS TO QUESTIONNAIRE

At the end of the project year, the ABE supervisor gave his teachers a questionnaire. Questions 16 through 21 of the questionnaire asked the teachers' opinions about the Library-ABE Project. The following summarizes the responses of the teachers.

Question 16. Do you think you had an adequate orientation and understanding of the Library Adult Basic Education Project? YES: 19; NO: 4.

Question 17. Were the objectives of the Library-ABE Project applicable to your teaching area? YES: 12; NO: 6.

Question 18. Do you feel that the Library-ABE Project helped to improve the Adult Basic Education Program this school year? YES: 10; NO: 1.

(responses to question 19 are given on the following page)

Question 20. The possibility exists this one-year demonstration project could be extended for another year. Would you recommend that we pursue such an extension? YES: 15; YES, WITH SOME MODIFICATION: 2; NO: 0.

QUESTION 21. In your contact with the staff of the Library-ABE Project did you find them

a. helpful and knowledgeable: 15 yes, 1 most of the time
b. helpful but lacking in knowledge: 5 no, 1 most of the time, 3 hardly ever
c. helping to improve coping skills: 4 yes, 2 no
d. disinterested in teacher problems: 1 yes, 9 no, 2 hardly ever
e. trying to force their program on teachers: 1 yes; 8 no; 1 hardly ever
f. taking too much time with activities that could have been better used in classes: 1 yes, 7 no, 2 hardly ever
g. projecting relevant activities but timing interfered with class progress: 2 yes, 5 no, 1 hardly ever
h. involved in activities that gave additional impetus to classwork: 6 yes, 1 no, 1 hardly ever

QUESTION 19. In what ways could the Library-ABE Project be of greater value to the Adult Education Program?

The library was open only during class time; this meant the student had to miss class time to use the library. I feel it would be beneficial to open the library about an hour before class.

If they could be scheduled to come on a more regular schedule.

More easy to read paperbacks are needed.

I feel that when speakers are used, they should be scheduled for 8 o'clock. This would allow for one hour of instruction and one hour for speaker.

I did not direct or supervise the outside reading. This was left to the student. I did suggest material which I knew was in the library in certain areas.

If it were available more nights and hours each week.

Use it more. They have bent over backwards. We teachers need only to take better advantage of it. Speakers should be scheduled later, say 8:00 pm.

Emphasizing all fields of study.

Utilize it more!

Require that students do some active library research project and report giving library references used.

Open earlier so students could get books or use reference material before classes start.

Have it on nights when there is not school in session.

My students enjoyed the visiting speakers more than ever, simply because they are related more to their needs and interests.

Longer hours.

1. Set up a definite schedule for coming to each class, instead of coming any time. 2. More materials and time for pupils to select their materials for reading.

Should include low level subject areas reading.

Secure more books with primary print. Provide planned story-telling period. Plan trip to main library early in year.

Aid students in securing information for special reports.

For adults who are reading on the primary level they need to know the easy books and where they can be located.

LIBRARY SERVICES QUESTIONNAIRE

The following questionnaire was filled out by ninety-four ABE students who had participated in the Columbia, South Carolina, ABE-Library Project. The numbers in the blanks following each answer indicate the number of ABE students who gave that answer to the question.

1. How much has your ability to read improved as a result of present library services?

(a) gradual 34
(b) not aware of a change 17
(c) greatly improved 38

2. Are you aware of library services at your school?

(a) yes 92
(b) no 2
(c) not sure if services are available 3

3. Who would you contact if you wanted some reading material?

(a) your teacher 29
(b) librarians 47
(c) public library 20

4. Would you like present library services to include magazines on a regular basis?

(a) yes 69
(b) no 5
(c) only when interested 21

5. Do you think library services are necessary every night of class?

(a) yes 51
(b) no 25
(c) only when necessary 18

6. Would you like your class to have an additional unit of time for regular library services?

(a) yes 58
(b) no 11
(c) once a month 23

7. Are present library services planned so it fits in with class activities?

(a)yes 67
(b)no 19
(c)library services should be planned for library only 7

8. Do you know what kinds of materials are available in the library?

(a)yes 67
(b)no 14
(c)if other materials besides books are available I am not aware of them 15

9. Do you feel comfortable in the library?

(a)yes 76
(b)no 2
(c)only when entire class is in the library 4

10. Have you enjoyed having the library materials available?

(a)yes 78
(b)no 0
(c)sometimes 4

11. Have library materials helped your courses of study?

(a)yes 54
(b)no 13
(c)sometimes 22

12. Do you think the library should keep records, tape recordings and films available for use whenever needed?

(a)yes 69
(b)no 4
(c) students should be able to order films, records, tape recordings for future use 12

13. Would you like to watch television programs in the library?

(a)yes 38
(b)no 8
(c)television should be available in classrooms and library whenever needed 39

14. Do you think library personnel are: (Check one)

	Yes	NO
(a) interested	79	0
(b) friendly	55	3
(c) unconcerned	10	45
(d) rude	7	42
(e) too busy to help	13	27
(f) aware of your needs	56	4
(g) helpful	66	1
(h) courteous	63	0

15. Are you too busy at home to read?

(a) yes 13
(b) no 26
(c) sometimes 47

16. Are there times at home when you make reading possible?

(a) I have not tried 22
(b) I do make time to read 52
(c) I read only on week-ends 14

17. Have the speakers been beneficial or helpful to you?

(a) yes 76
(b) no 7
(c) sometimes 10

18. Which were your favorite library services?

(a) books 59
(b) pamphlets 8
(c) speakers 32
(d) films 24
(e) Richland County Public Library trips 17

19. Have you been to Richland County Public Library?

(a) befor project 41
(b) durin project 35
(c) befor during 11

20. Do you plan to use Richland County Public Library in the future?

(a)yes 67
(b)no 1
(c) maybe 19

21. Did you enjoy making field trips to the Public Library?

(a)yes 51
(b)no 7
(c)sometimes 17

22. Would you like to have the library project another year?

(a)yes 80
(b)no 6

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DEPARTMENT OF STATE
Washington, D.C. 20520

September 18, 1972

INTERNATIONAL RECOGNITION

Dr. Robert M. Worthington
Associate Commissioner
Bureau of Adult Vocational and
Technical Education
Office of Education
7th & D Streets, S.W.
Washington, DC 20201

Dear Dr. Worthington:

At the ceremonies commemorating International Literacy Day at UNESCO on September 8, 1972, the U.S. Acting Permanent Representative to UNESCO, Mr. Rupert Prohme, accepted the award from Director General Rene Maheu for the literacy work carried on at the Appalachian Adult Education Center. In the announcement of honorable mention of the Center by the jury of the Mohammad Reza Pahlavi Prize the following citation was made:

"The Jury, conscious of the need to reward, make known and encourage the many efforts and activities devoted to literacy teaching which may inspire others and encourage emulation, has decided to award honorable mention to the Appalachian Adult Education Center, United States of America, for its activities as a whole, and more especially for its methodological research and its training of various types of literacy personnel, whose action does not cover only the Appalachians but sometimes extends beyond this region and even beyond the national border."

I am sending the medal and background information about the Pahlavi Prize received by the U.S. representative to you because it seems appropriate that you deliver it to the Appalachian Adult Education Center. We should like you to convey congratulations to the staff of the Center. We should like you has been received by the United [illegible] rtment of State for the hon[illegible] in our

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Appalachian Adult Education Center
Bureau for Research and Development
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The project presented or reported herein was performed pursuant to a Grant No. OEG-0-72-2523 from the U. S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.